Statistical Portrait of Professoriate Assembled

Continued From Page A15

vey, which collected data from the fall of 1987, were made available last week.

The statistics seemed unlikely to hold many surprises for those who have been tracking faculty characteristics. But to researchers and policy makers, merely having comprehensive data on hand is considered extremely valuable.

"One of the really glaring areas where we have not had data was on faculty," said Emerson J. Elliott, acting commissioner at the U.S. Department of Education's National Center for Education Statistics.

Eager for Information

The data are expected to be used by administrators and researchers who have been eager for information that would help them deal with a wide range of policy issues involving faculty members. Such issues include an expected faculty shortage, the use of part-time faculty members, the effects of the ending of mandatory retirement for professors, and the need to recruit more female and minority professors.

Many colleges and universities, for example, are preparing for a faculty shortage because of an aging professoriate and other factors, but have had few national data on the age distribution of professors. Others don't know what to expect when the mandatory-retirement age for professors is lifted in 1994, since they haven't had information on why—and at what age—faculty members leave the profession.

"The information on the faculty work week won't be very interesting to people who say faculty don't work hard."

Said James S. Fairweather, an associate professor of higher education at Pennsylvania State University and a consultant for the study: "I think there's a basic need for descriptive data on the professoriate." Once the statistics are disseminated, he added, they will help researchers make more accurate projections about the future.

State legislators and policy makers are also expected to take an interest in the data. At one point, some observers feared that—depending on the survey results—higher-education critics might use certain figures to cast faculty members in a negative light.

No Smoking Gun

Many of the survey statistics must still be analyzed. But if there is a smoking gun among them, those familiar with the statistics don't know where it is.

"The information on the faculty work week won't be very interesting to people who say faculty don't work hard," said Mr. Elliott. He was referring to the fact that professors said they spent an average of 46 hours a week on their jobs.

The survey, described by the department as the most comprehensive ever undertaken, was the first major faculty study conducted by the National Center for Education Statistics since 1963. The department also released the results of two companion surveys that examined a broad range of faculty issues. One looked at institutional policies on faculty members, while the other examined department heads' attitudes and departmental policies toward faculty members. All three surveys were based on responses from officials at more than 400 two- and four-year institutions; the data were then weighted so the results would represent faculty members at 3,159 accredited, non-proprietary higher-education institutions.

In an effort to fill a major information gap and provide comparisons over time, the department plans to conduct the surveys every four years. The next is scheduled for 1991-92.

The more information the better, say higher-education observers.

Special Reports Expected

"There's been almost no aspect of the faculty that's been adequately understood," said Jack H. Schuster, a professor of education and public policy at Claremont Graduate School. Mr. Schuster, the co-author of a widely read 1986 book that predicted a faculty shortage, was a member of an advisory panel that worked on the survey.

The department also plans to publish a series of special reports that will examine specific faculty issues in much more detail than does the preliminary report of the survey. All survey data will be made available to higher-education researchers, who are expected to make extensive comparisons based on race, sex, age, type of faculty appointment, type of institution, and other factors.

In that context, the survey results represent a starting point from which to examine the profes-

Continued on Following Page

Characteristics of College Professors, Fall 1987

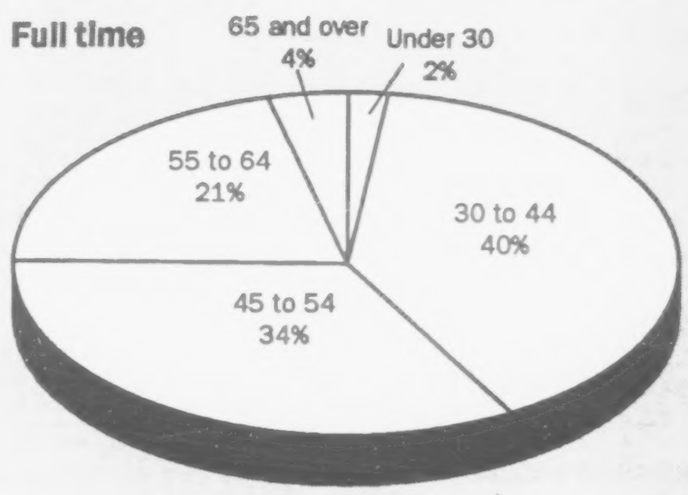
Number of faculty members

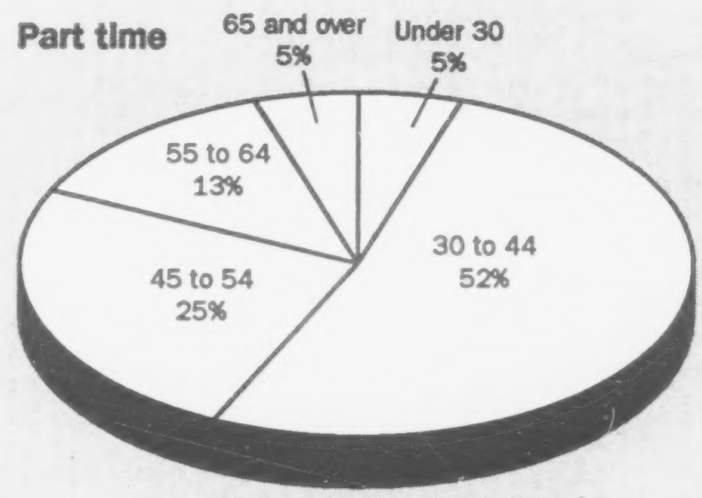
	4-year public	4-year private	2-year public	Other	All
Regular full-time	231,000	126,000	90,000	44,000	491,000
Regular part-time	46,000	45,000	75,000	14,000	180,000
Temporary full-time	14,000	6,000	3,000	1,000	23,000
Temporary part-time	29,000	40,000	50,000	11,000	131,000
Total	319,000	218,000	218,000	70,000	825,000

Distribution of full-time faculty members by rank

	4-year public	4-year private	2-year public	Other	All
Full professor	38%	31%	12%	23%	30%
Associate professor	27	27	11	22	24
Assistant professor	24	29	11	31	24
Instructor	5	7	33	13	11
Other	5	6	34	10	11

AGE





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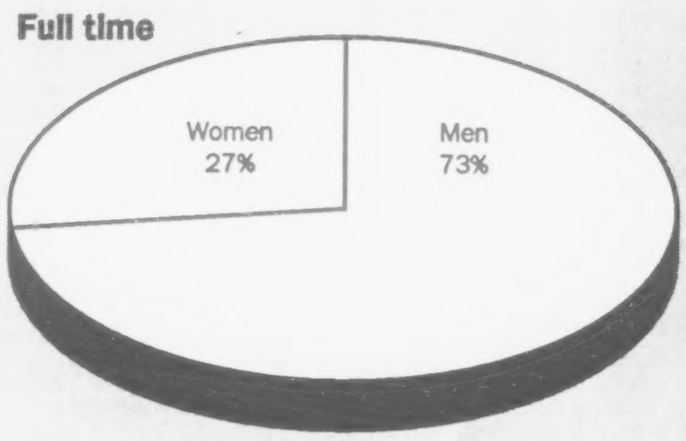
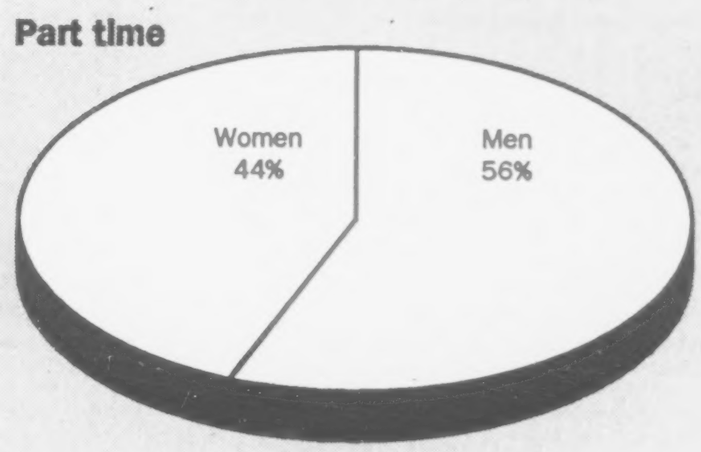
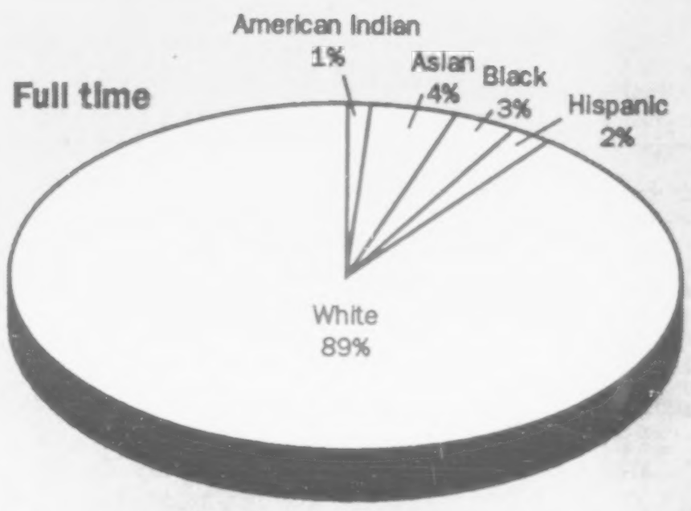
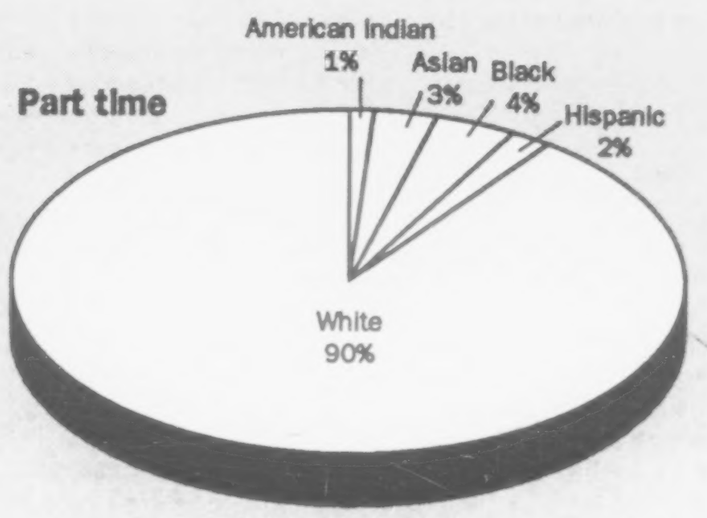




RACE





Note: The tables are based on a 1988 survey of administrators at 480 colleges and universities. The response rate to the survey was 88 per cent. The category of "other" institutions includes private two-year colleges and religious, medical, and other specialized institutions.
The charts are based on a 1988 survey of 11,013 faculty members at 480 institutions. The response rate to the survey was 76 per cent. The charts exclude "temporary" faculty members, which are those professors with adjunct, acting, or visiting status.
Because of rounding, details may not add to totals.

CHRONICLE CHARTS BY RICHARD PALMER

SOURCE: U.S. DEPARTMENT OF EDUCATION

Survey Provides Statistical Portrait of the American Professoriate

Continued From Preceding Page

soriate rather than a definitive portrait.

However, some observers, including Mr. Schuster, say some trends are already apparent. He suggested that the new survey results supported several key findings from a 1989 faculty study conducted by the Carnegie Foundation for the Advancement of Teaching: that faculty members are dissatisfied with the administrations on their campuses, but more upbeat about their own profession.

Attitudes Toward Jobs

The Carnegie survey, which focused heavily on professors' attitudes toward their jobs and their students, has been conducted four times in the last 20 years.

The most recent version found that professors thought it was a much better time to begin an academic career than they did five years earlier.

"I think the new information, combined with the Carnegie survey, suggests a modest improvement in the conditions of the faculty," Mr. Schuster said.

He also said that data on the age distribution of faculty members supported what an increasing number of higher-education researchers had been saying in recent years—that institutions should prepare for a faculty crunch in the future. Mr. Schuster said the median age of professors had been climbing, based on a comparison with data he used for the book he wrote with the late Howard R. Bowen.

Following are some of the results of the Education Department's faculty survey:

■ Age. The mean age was 47 for full-time faculty members and 44 for those working part-time. One-fourth of full-time professors at all institutions were 55 or older. The mean age of full-time faculty members varied only slightly by discipline, ranging from 45 to 49; it was highest for faculty members in education and the humanities.

■ Sex. Men made up 73 per cent of full-time faculty members and 81 per cent of those at private research institutions. At public two-year colleges, however, 62 per cent were men. Among part-time faculty members, the proportion of men was also lower—56 per cent.

■ Race. Minority-group members accounted for about 10 per cent of full- and part-time faculty members. Asians made up 4 per cent, blacks 3 per cent, Hispanics 2 per cent, and American Indians 1 per cent. Some groups were better represented in certain disciplines: About 15 per cent of the engineering professors at four-year institutions, for example, were Asian, and 4 per cent of the humanities professors were Hispanic.

■ Salary. Among full-time faculty members, men at all ranks had higher salaries than did women. In the past, such differences have been attributed to the fact that fewer women work in the highest-paying disciplines, and the fact that women may have less seniority than men at the same rank. Full-time professors at private research universities had the highest total income—$74,732, compared with $32,740 for those at liberal-arts colleges. Part-time faculty members earned an average of $33,841 from all sources (compared with $48,701 for full-time faculty members). Those in the humanities had the lowest total income—$15,587.

PENNSYLVANIA STATE U.

James S. Fairweather: "There's a basic need for descriptive data on the professoriate."

■ Outside income. Forty-two per cent of full-time faculty members earned money from consulting. The average annual earnings ranged from $2,921 for those at two-year public colleges to $14,210 for those at public doctoral institutions.

■ Hours spent working. Full-time professors reported spending an average of 53 hours a week working, including 46 hours at their institutions, four hours on other paid work, and three hours on unpaid professional services. Those at public research universities spent 52 hours at their campuses, compared with 40 for professors at two-year colleges. Men put in slightly more hours at their institutions than women—47 versus 44. Part-time faculty members spent a total of 41 hours a week working—the equivalent of a full-time position—when all jobs were added up.

■ Expenditure of time. Full-time professors spent 56 per cent of their total work hours on teaching duties, 16 per cent on research, 13 per cent on administrative duties, and 15 per cent on "other" activities such as consulting and working with student groups. Women spent more of their time teaching—61 per cent compared with 54 per cent for men. Working hours were defined as the time spent at a professor's institution, on other paid work, and on unpaid professional activities.

■ Time spent on teaching versus research. As was expected, the way in which professors spent their time varied greatly by type of institution. Those at private research universities spent 40 per cent of their time teaching and 30 per cent doing research, while those at liberal-arts colleges spent 65 per cent of their time teaching and 8 per cent doing research.

■ Job satisfaction. The vast majority of full-time faculty members—three-fourths or more—were "very" or "somewhat" satisfied with their jobs over all, with their authority to make decisions about course content, with the quality of their colleagues, and with their institution's reputation.

A smaller proportion was satisfied with chief administrative officers and the relationship between administrators and faculty members—57 per cent and 54 per cent, respectively. Professors at public comprehensive institutions were less satisfied than others with many aspects of their jobs.

—CAROLYN J. MOONEY

"The new information, combined with the Carnegie survey, suggests a modest improvement in the conditions of the faculty."

FACULTY NOTES

- **U. of Miami lets faculty stop tenure clock**
- **Cal. State U. professor punished for slur**
- **U. of Alaska told to honor faculty contracts**
- **California community colleges look to 2005**
- **Community college rescinds a faculty pact**

Non-tenured faculty members at the University of Miami can take advantage of a new "stop the tenure clock" policy that extends by one year the probationary period for professors who are parents of young children.

The one-year extension was designed for female or male parents who have primary responsibility for caring for new babies, but it may also be available more broadly, according to the provost's office.

The policy, based on a proposal by a campus women's group, was developed after a professor requested a one-year extension. Under the policy, faculty members who are being considered for tenure could in effect stop the tenure clock for a year even when they continued to work.

"We recognize the strains of increased responsibility of taking care of young infants," said Luis Glaser, Miami's provost.

In recent years, academics elsewhere have debated whether institutions should adopt such stop-the-clock policies. Proponents of the idea argue that it benefits young faculty members who are faced with the double pressures of working toward tenure and raising young children. Opponents have argued that stopping the clock could create a double standard and undermine tenure.

The University of California system has a policy similar to the one at Miami.

—CAROLYN J. MOONEY

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A tenured faculty member at California State University at San Bernardino has been put on probation for writing a note containing an obscenity and a racial slur and putting it on the windshield of a black student's car.

The university sought to dismiss George Weiny, 59 years old, a professor of physical education, over the incident last November. But a state arbitrator ruled that dismissal would be excessive and ordered probation.

Mr. Weiny, who is white, denied committing the act. But a handwriting expert testified at a personnel hearing that the note had been written by Mr. Weiny. The student had not been in any of Mr. Weiny's classes, officials said.

—JACK McCURDY

■

The University of Alaska has been ordered by a collective-bargaining arbitrator to recognize the faculty contract of the state's former community-college professors, who are now members of the university system.

In 1987, the university, whose faculty did not have a collective-bargaining contract, merged with the state's community-college system, whose instructors had a contract.

The university withdrew recognition of the community-college faculty union and rescinded the union's contract because it held that the community-college instructors were no longer part of a separate bargaining unit.

The union filed a grievance with the state labor board, claiming that the action taken by the university was an unfair labor practice. The case was turned over to an arbitrator.

In a decision handed down last month, the arbitrator ruled that state labor laws obligated the university to continue to recognize the faculty union. The restructuring had little impact on the work of the former community-college professors and thus did not affect their bargaining unit, he said.

Donald D. O'Dowd, president of the university system, said the university was considering an appeal to a state court. He said the decision had been based on information gathered three years ago and no longer reflected the university's situation. He also said the former community-college instructors had been fully integrated into the university system, and that it would be disruptive and unrealistic to treat them as separate employees with their own contract.

Ralph J. McGrath, president of the Alaska Community Colleges Federation of Teachers, said the former community-college professors had retained a separate identity from the rest of the faculty. The university has treated them unfairly, he said, because many of them have fewer advanced degrees and engage in less research than other faculty members.

—DEBRA E. BLUM

■

California's community-college system has estimated it will need an additional 18,000 faculty members to teach an expected 550,000 more students by 2005.

To accommodate a projected 1.8 million students in 15 years, the 107-campus system expects to hire 13,000 more faculty members and replace 5,000 who will retire. The college system now has 25,000 faculty members and 1.3 million students.

A study by the California Postsecondary Education Commission has estimated that about 27 new community-college campuses also will be required to meet the expected growth in enrollment.

According to guidelines included in a 1988 state community-college reform law, at least 30 per cent of the newly hired faculty members should be minority-group members, starting in 1992. To aid recruitment efforts, the system has started a Faculty and Staff Diversity Registry, a list of candidates from which individual campuses may draw. The list is being compiled from respondents to recruitment advertisements run in newspapers and posted in graduate schools across the country.

—J.M.

■

Nassau Community College has rescinded a collective-bargaining agreement with its part-time faculty members because of a disagreement over a provision that links class assignments with seniority.

Under the college's contract with the part-time-faculty union, which represents about 600 instructors, seniority would have been the overriding factor in making class assignments.

But college officials said the seniority rule in the union contract jeopardized instructional quality and the institution's standing with its accrediting association.

A state appellate court recently ruled in favor of the college, overturning a two-year-old ruling by the State Supreme Court, the lowest state court in New York.

For the current semester, adjunct faculty members were assigned to courses on the basis of student and academic needs, as determined by academic departments. Full-time faculty members have been assigned according to the same criteria.

John T. Meehan, president of the Adjunct Faculty Association that represents the instructors, said the union would appeal the court's decision. Under the college's new assignment policy, seven adjunct faculty members have lost their jobs, he said.

—D.E.B.

3 in 4 Department Heads Found to Stress Teaching When Hiring Faculty

Continued From Page A15

on their reputation in the national arena."

The statistics on the relative importance of teaching and research were among the findings of a nationwide survey of 2,423 department chairmen. Results of the survey were released last week by the Education Department's National Center for Education Statistics, along with findings from two related faculty surveys. One examined institutional policies toward faculty members, and the other surveyed professors themselves on a broad range of demographic and attitudinal issues. All data were from the fall of 1987.

The project, intended to fill a gap in national information on faculty members, represents the most comprehensive faculty survey conducted by the center for statistics since 1963. The department plans to repeat it every four years, with the next survey scheduled for 1991-92.

The department expects the data from the three surveys to be used heavily by higher-education researchers seeking to do more detailed analyses based on institutional type, differences among faculty members, and many other factors. Ms. Moore said she hoped researchers would be able to show that a faculty member's job could differ tremendously at different kinds of institutions, and even within the same institution. "People are not aware of the complexity and diversity of the faculty role," she said.

The data from the surveys of department heads and on institutional policies will give colleges and universities a much clearer idea about how prevalent certain faculty practices are. From the department heads' survey, for example, they

"It shows the kind of struggle that universities are going to have to wage to get faculty to commit more energy to teaching and public outreach."

can tell how many departments have primary authority to hire new professors (65 per cent), and how many consider affirmative action a "very important" factor when hiring (34 per cent). From the survey on institutional policies, they can tell how many campuses have raised their standards for tenure (21 per cent), how many offer care for faculty members' children (4 per cent), and how many have taken steps in recent years that may reduce the proportion of tenured faculty (93 per cent).

At a time when institutions are preparing for an era of competitive faculty recruiting because of the expected retirements of a large cohort of professors and other factors, it has become increasingly important for them to know what kinds of faculty-personnel policies other campuses have.

Following are some of the findings of the survey on institutional policies:

■ The overall faculty. There were 825,000 faculty members in 1987. Of those, 60 per cent were employed on a full-time basis, while 40 per cent were part-time or temporary employees. At two-year public colleges, part-time or temporary faculty members made up a majority of the faculty—59 per cent.

■ Academic rank. Thirty per cent of full-time professors held the rank of full professor, 24 per cent were associate professors, 24 per cent were assistant professors, 11 per cent were instructors, and 11 per cent had other titles.

■ Tenure systems. Seventy-one per cent of all institutions had tenure systems. The proportion ranged from 62 per cent for two-year public colleges to 99 per cent for four-year public institutions.

Eighty-one per cent of full-time faculty members were in the tenure system, and 59 per cent held tenure. In 1986-87, 16 per cent of tenure-track faculty members were considered for tenure. Of those, 79 per cent were granted tenure.

■ Limits on tenured faculty members. Ninety-three per cent of all institutions had taken some action in the last three years that could have had the effect of reducing the proportion of tenured faculty members. Of those with tenure systems, 28 per cent offered early-retirement programs, 21 per cent raised tenure standards, and 14 per cent replaced tenure-track positions with fixed-term positions. The number of tenured faculty members, however, actually rose by 1 per cent between 1986 and 1987.

■ Employee benefits. Along with retirement plans and medical insurance, which almost all institutions offered, 49 per cent provided a paid maternity leave, 31 per cent provided a "wellness" program, 11 per cent provided housing assistance, and 4 per cent offered child care. In recent years, such benefits have become increasingly attractive as faculty-recruitment tools. Sixty per cent of all institutions offered retirement options through TIAA-CREF—the Teachers Insurance and Annuity Association and College Retirement Equities Fund.

■ Collective bargaining. Full-time faculty members were represented by collective-bargaining units at 31 per cent of all institutions. While 40 per cent of four-year public institutions had bargaining units, only 14 per cent of private four-year institutions had them. Fourteen per cent of all institutions—and more than one-fourth of four-year public institutions—had bargaining units for part-time faculty members.

Following are some of the findings of the survey of department chairmen:

■ Departmental authority. At 65 per cent of institutions, the primary decision to hire new faculty members was made at the departmental level. Departments had primary authority for granting merit raises at 38 per cent, and primary authority to grant tenure at 21 per cent. At nearly half the institutions, tenure decisions were made at the institutional level.

■ Hiring decisions. When hiring new entry-level faculty members, department chairmen considered a candidate's teaching quality, his or her highest degree level, and the institution's program needs to be the three most important factors—in that order. At doctoral institutions, however, a candidate's highest degree level, the quality of his or her research, and the program needs of the institution were considered most important—in that order.

When hiring part-time faculty members, chairmen at all institutions overwhelmingly considered teaching quality the most important factor.

■ Tenure decisions. When evaluating candidates for tenure, department chairmen considered a candidate's teaching quality, highest degree level, and fit with the department and institution to be the three most important factors—in that order. At two-year colleges, teaching quality was considered a key factor by 99 per cent. At doctoral institutions, the three most important factors were the quality of a candidate's research, publications, and teaching—again, in that order. ■

FACT FILE: Tenure Policies, Collective Bargaining, and Benefits in Higher Education, Fall 1987

	4-year public	4-year private	2-year public	Other[1]	All
TENURE POLICIES					
Institution has tenure system for full-time faculty	99%	91%	62%	42%	71%
Proportion of full-time faculty in a tenure system	90	82	66	63	81
Proportion who are tenured	67	54	56	36	59
Proportion of tenure-track faculty members who were considered for tenure in 1986-87	17	13	27	11	16
Proportion granted tenure	76	80	87	75	79
Proportion of institutions that limit time on tenure track	97	80	83	67	83
Limit:					
Less than 5 years	2	0	53	14	17
5 years	14	4	17	8	10
6 years	38	32	12	11	26
7 years	42	46	18	45	37
More than 7 years	3	18	0	22	10
Institution has an upper limit on the proportion of faculty members that may be tenured	10	22	3	8	13
Institution has taken any action in past 3 years that may have had the effect of reducing the proportion of faculty members with tenure	96	93	95	85	93
Specific actions:					
Offered early or phased retirement	41	28	31	6	28
Raised tenure standards	22	26	14	19	21
Replaced tenured with fixed-term positions	17	18	8	9	14
COLLECTIVE BARGAINING					
Institution has collective bargaining unit for full-time faculty members	40%	14%	58%	12%	31%
Institution has collective bargaining unit for part-time faculty members	26	5	20	8	1
BENEFITS					
Institution provides these to at least some full-time faculty members:					
Medical insurance or care	98%	99%	97%	100%	99%
Life insurance	90	88	85	89	88
Disability insurance	76	94	70	75	79
Tuition benefits for children	47	99	41	69	65
Tuition benefits for spouse	53	94	46	55	63
Dental insurance or care	62	44	73	55	59
Paid maternity leave	54	60	44	40	49
Wellness program	40	39	31	15	31
Housing assistance	5	15	0	24	11
Meals	1	16	0	23	11
Paid paternity leave	14	5	17	4	10
Child care	7	2	4	7	4

Note: The statistics are based on a 1988 survey of administrators at 480 colleges and universities. The response rate to the survey was 88 per cent.
[1] Includes private two-year colleges and religious, medical, and other specialized institutions.

SOURCE: U.S. DEPARTMENT OF EDUCATION

Factors Considered in Making Tenure Decisions, Fall 1987

	Public & private doctoral institutions	Other public 4-year institutions	Other private 4-year institutions	Two-year institutions	All
Proportion of department chairmen agreeing that item is "very important" in granting tenure:					
Teaching quality	68%	90%	96%	99%	87%
Highest degree	66	77	75	28	64
"Fit" with department or institution	28	37	56	41	41
Institutional activities or service	15	38	54	41	37
Quality of research	84	24	22	2	36
Quality of publications	77	22	19	5	33
"Fit" with student body	15	31	49	38	33
Reputation in professional field	56	20	19	22	30
Number of publications	56	16	10	0	23
Affirmative-action considerations	20	25	16	17	19
Community or professional service	10	20	19	20	17
Ability to obtain outside funding	25	3	0	0	8
Reputation of candidate's graduate institution	5	4	6	3	5

Note: The statistics are based on a 1988 survey of 3,029 department chairmen at 480 colleges and universities. The response rate to the survey was 80 per cent. The figures cover only those institutions that have a tenure system. The total excludes religious, medical, and other specialized institutions.

SOURCE: U.S. DEPARTMENT OF EDUCATION

Where to Get Copies of Survey Reports

WASHINGTON

The U.S. Department of Education plans to distribute three reports summarizing the results of its "1988 National Survey of Postsecondary Faculty."

■ "Faculty in Higher Education Institutions" discusses a survey of faculty members.

■ "Institutional Policies and Practices Regarding Faculty in Higher Education" provides details on a survey of administrators.

■ "A Descriptive Report of Academic Departments in Higher Education Institutions" discusses a survey of department chairmen.

The three reports are expected to be available in early March. Free copies may be obtained from the Office of Information Services, Office of Educational Research and Improvement, 555 New Jersey Avenue, N.W., Washington 20208; (202) 357-6651 or (800) 424-1616.

Tapes of the survey data can be purchased by researchers.

Ways & Means

Rep. Augustus F. Hawkins, chairman of the House Education and Labor Committee, has announced that he will not seek re-election this year.

In education, Representative Hawkins focused most of his attention on the public schools, but he was a strong advocate of increased federal support for higher education and for strict enforcement of civil-rights laws at all levels of education.

The retirement of Mr. Hawkins, a California Democrat, leaves Rep. William D. Ford, Democrat of Michigan, as the likely candidate to replace him as chairman of the education committee.

As chairman, Representative Ford would have the right to reclaim the chairmanship of the Subcommittee on Postsecondary Education, which he handed over to Rep. Pat Williams, Democrat of Montana, in 1987.

If he became subcommittee chairman, Mr. Ford would control the reauthorization of the Higher Education Act in 1991 as he has the last two times the law was reviewed in 1980 and 1986.

An aide to Mr. Ford said the Congressman had not commented on what he might do in 1991.

■

President Bush combined his pledge to be the "Education President" with his interest in being the "Environmental President" when he released his budget plan last week.

His budget report said: "The President is asking every town and city, every school and university, every company and indeed every citizen to join together in planting trees for America's future."

■

The Rev. Timothy H. Healy had plenty of political and legal disagreements with the District of Columbia government when he served as president of Georgetown University. But he recently came to the defense of the embattled man at the helm of that government: Mayor Marion S. Barry.

With Washington still aswirl about the Mayor's arrest last month on drug-possession charges, Father Healy used a commencement address at American University to appeal for compassion for Mr. Barry.

"Thou knowest this man's fall, thou knowest not his wrastling," said Father Healy, quoting John Donne.

The New York Public Library, where Father Healy is now president, initially would not release the remarks, and did so only after Father Healy gave them to the Washington *Post*. According to American University's student newspaper, the *Eagle*, Father Healy denounced "the terrible rush to judgment" that he said had followed the Mayor's arrest.

The newspaper quoted Father Healy as decrying the widespread use of illegal drugs, but adding: "Each of us is innocent until a court says we're guilty."

Government & Politics

Bush's Budget Would Slash Aid to 300,000 Students in 1991-92

College officials are disappointed with President

By THOMAS J. DeLOUGHRY

WASHINGTON

President Bush last week sent Congress a federal budget proposal for 1991 that would slash aid for 300,000 college students in the 1991-92 academic year.

Under the proposed budget, fewer students would receive State Student Incentive Grants, Perkins Student Loans, and College Work-Study awards. In addition, some college officials fear that fewer would receive Pell Grants.

The proposed cuts are part of a $24.6-billion Education Department budget that includes a 2-per-cent increase over the fiscal 1990 total and a shift of about $500-million from postsecondary education to elementary and secondary programs.

In higher education, one of the largest increases would go to the "Trio" programs, which help institutions recruit and retain disadvantaged students. The budget proposal would also increase Pell Grant funds to add 169,000 less-than-half-time students to the program in the 1991-92 academic year.

$730-Million Cut in Guaranteed Loans

College officials were disappointed with the proposal for an overall reduction in student aid. They also worried that the budget was built on rosy economic forecasts that could prove wrong, leading to further cuts in aid programs.

In particular, student-aid supporters were worried about a $730-million cut in the guaranteed-student-loan programs. Administration officials said it would not eliminate any loans because the cut was based on an expected decline in interest rates that would decrease the programs' cost to the government. But college officials said that if the rates did not decline, Congress would have to replace the money and could take it from other education programs.

Many said the budget raised questions about President Bush's commitment to education.

"I would have to give him a B+ on rhetoric, a C- on financing, and an A in political science," said A. Dallas Martin, Jr., president of the National Association of Student Financial Aid Administrators. He said President Bush had recommended increases for politically popular programs, such as aid for disadvantaged

Continued on Page A29

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Lauro F. Cavazos: The Secretary defended the President's budget as "good for education" and said it reflected the belief that the nation's schools are most in need of government help.

Budget Brings Good News for Many Science and Technology Programs

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D. Allan Bromley: He made sure that support for "big science," like the SSC, was not taking money from "small science," the grants that go to individual or small groups of researchers.

WASHINGTON

Most science and technology programs fare well in President Bush's proposed budget for fiscal 1991.

Throughout the federal government, spending on basic research, which is of particular interest to universities, would rise by about 8 per cent. For military research, the increase would be about 6 per cent. On the civilian side, it would be about 9 per cent.

Federal spending for all research and development would go up by about 7 per cent.

Congressional aides warned, however, that the proposed increases could be scaled back in the budget fight ahead. Science and technology programs are popular on Capitol Hill, they said, but lawmakers will be struggling to increase spending for many other domestic programs that fare worse in the President's budget.

Expansion in Environmental Studies

In singling out science and technology for special treatment, President Bush's budget echoes many of the themes common to the science budgets of the Reagan years. Appropriations for many large science and technology projects, such as the Superconducting Supercollider and the space station, would go up by substantial amounts, while most science programs would receive at least modest increases.

President Bush also proposed expanded research efforts in areas about which Mr. Reagan was not enthusiastic, such as environmental studies and research related to global climate change.

The proposed budget for one agency—the National Institutes of Health—did upset university officials because it would keep it just barely ahead of inflation. The institutes contribute about half of all the federal support for research and development that universities receive. Otherwise, science-policy experts called Mr. Bush's

Continued on Page A32

How the Billions of Dollars in the President's 1991 Budget Translate Into Bread-and-Butter Issues at 6 Colleges and Universities

Shifts at NIH Like 'Life or Death' to Pitt Scientists

By COLLEEN CORDES

PITTSBURGH

Lewis H. Kuller, a professor of epidemiology at the University of Pittsburgh, tracks the fiscal fortunes of the National Institutes of Health almost as though the stakes were life and death.

Dr. Kuller fears that any tightening of the N.I.H. budget might starve out talented young researchers at Pittsburgh. Many of them are already desperate for a first grant to jump-start their biomedical-research careers. Without such aid, they could lose their faculty appointments. At Pittsburgh, as elsewhere, the job security of researchers depends in part on their ability to generate outside support.

NATIONAL INSTITUTES OF HEALTH

Appropriation for fiscal 1990:
$7,576,000,000

President's proposal for fiscal 1991:
$7,930,000,000

Outlook:
Many in Congress will want to be more generous than the President, but, with deficit pressures, that may be easier said than done.

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Lewis H. Kuller in his laboratory at the University of Pittsburgh, where he directs the department of epidemiology: He fears any tightening of the NIH budget might starve out talented young researchers at his institution.

An increase in the agency's budget, on the other hand, could revive a host of potential research studies that have been deferred year after year. Scientists here, as at most research universities, are full of ideas for health studies—ideas they would be glad to explore if only the dollars could be found.

If the scientists seem especially intent on pursuing support from the N.I.H., they say there is a good reason: One of those brainstorms could save thousands of lives.

The Wish Lists Grow

Dr. Kuller, who directs the university's department of epidemiology, has his own wish list.

For one, he wants to join researchers around the country in a massive clinical trial to test whether low-fat diets can help prevent cancer and heart disease in women. Last year the proposal won high marks from a review committee but was ultimately rejected by the institutes.

Agency officials, Dr. Kuller says, decided that the proposal's cost—$60-million over the first five years—was too high, given the number of other projects that would have to be turned down to pay for it.

A significant increase in the agency's budget, Dr. Kuller suggests, might lead the N.I.H. to support the ambitious project after all.

Other epidemiologists at Pittsburgh, Dr. Kuller adds, would like to expand their exploration of the causes of diabetes.

And, if it had a larger budget, the N.I.H. might back a new initiative to develop drugs for the treatment of AIDS and other diseases more quickly. Pittsburgh, say university administrators, is interested in the idea, which would link drug research still under way in laboratories more closely to clinical trials with human subjects.

In fiscal 1988, the University of Pittsburgh ranked 32nd among universities in total federal aid for research and development. Hence it is not alone in paying close attention to blips and dips in the N.I.H. budget.

Colleges Look to the NIH

Of all federal research agencies, the National Institutes of Health have the greatest impact on college campuses. Support from the agency amounts to about half of all the research and development support that universities receive from the federal government.

Right now, the total cost of all of the single-year and multi-year research projects the agency is sponsoring at the university is more than $245-million. The major areas of investigation cover a wide range, from AIDS and Alzheimer's disease to diet, heart and lung diseases, liver transplants, and sleeping disorders.

In fiscal 1989 alone, the university spent about $52-million from the N.I.H., about half of all the federal research-and-development aid it spent.

The university is so dependent on support from the institutes that officials here say any significant cut in that agency's budget would be a serious blow to their campus.

Says George R. White, the university's vice-president for research: "If there is a significant decrease in the N.I.H.'s budget, we'll commit harakiri." ■

For Junior College in Texas, U.S. 'Trio' Dollars Are Crucial

By THOMAS J. DeLOUGHRY

UVALDE, TEX.

At Southwest Texas Junior College here, the struggle to recruit and hold on to students from an impoverished region depends on the constant stretching of federal dollars.

Located 90 miles west of San Antonio and 65 miles from the Mexican border, the two-year college of 2,400 students serves a nine-county, predominantly Hispanic region. The median family income differs from county to county—ranging between $8,900 and $14,900 a year.

To recruit students and retain them until they graduate, Southwest Texas received $315,000 this academic year from the Department of Education's budget for educating disadvantaged persons.

Of that amount, $189,000 is for the Upward Bound program, which brings 65 high-school students to the campus for weekends and summer vacations to prepare them for college.

The remaining $126,000 comes from the Student Support Services program and goes to the college's developmental-studies department. The department provides about 260 of the college's neediest students with tutoring, remedial instruction, and counseling.

The Upward Bound and Student Support Services programs are the largest of five Education Department programs for disadvantaged students. They have been known as "Trio" programs since the days when there were only three of them. Not found at Southwest Texas are the Talent Search program, which identifies prospective college students; Educational Opportunity Centers, which provide students with information about college; and the Ronald E. McNair Post-Baccalaureate Achievement Program, which assists disadvantaged graduate students.

Escaping the Reagan Years' Ax

Despite efforts by the Reagan Administration to dramatically reduce financial support for Trio, Congress awarded them small annual increases through most of the 1980's. The 1990 allocation, which provides money for the 1990-91

Continued on Following Page

The Bush Budget

Continued From Preceding Page
academic year, was increased by about 10 per cent over the amount for 1989.

Even so, lobbyists for the Trio programs say the 500,000 students now served by the programs represent fewer than 5 per cent of the 10 million disadvantaged high-school and college students who could qualify for the programs.

Increase Means More Students Served

Officials here at Southwest Texas received small increases through the 1980's and expect another when the funds are doled out from the 1990 budget. Looking ahead to the 1991 budget, which the White House sent to Congress last week, officials say larger increases could enable them to serve as many as 500 additional students who qualify for the programs. Without such increases, they will have to be turned away.

Officials worry that the programs could be trimmed as lawmakers try to whittle the federal deficit. Robert Aguero, dean of instruction at Southwest Texas, says he hopes the economic problems of the region and the college's status as the only two-year college in the large area will continue to protect it from any budget cuts made in Washington. "I think we're the typical institution they were thinking of when they were drawing up these programs," he says.

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Phyllis Erdman, with high-school students: Limited funds make it hard to choose students for Southwest Texas's Upward Bound program.

Phyllis Erdman, director of the Upward Bound program at Southwest Texas, says the program could grow by 50 per cent—to more than 90 students—if additional money were available.

Many Students Meet the Criteria

Upward Bound requires that participants be financially needy, have the academic potential to succeed in college, and be children of parents who did not attend college. Because so many students in southwest Texas meet those criteria, it is difficult to choose the 30 or so new students for the program each fall, Ms. Erdman says. "Quite often it's almost a matter of eeny meeny miney mo," she says.

Ms. Erdman says she would also like to have additional money to expand the program from 10 high schools to 12.

David C. England, director of developmental studies at the college, says tight budgets in the Student Support Services program force him to be selective in choosing participants. He says a student's commitment to learning often becomes the deciding factor in whether he or she is selected to participate.

Despite the potential for expanding the program, a proposal Mr. England has filed for extending it through 1992-93 seeks modest annual increases primarily to keep up with inflation. Education Department officials have hinted that requests for large increases could endanger a grant, he says.

Says Mr. England: "They pretty much tell us what we can expect, so I try not to get way out of line." ■

TRIO PROGRAMS
Appropriation for fiscal 1990: **$241,822,000**
President's proposal for fiscal 1991: **$269,700,000**
Outlook: **Congress could increase spending above the President's request.**

Flat Federal Support Limits Reach of Minnesota Extension Service

By SCOTT JASCHIK

ST. PAUL

These days the Minnesota Extension Service is as likely to help communities cope with teen-age pregnancy and AIDS as with dangerous pesticides and crop failures. Traditionally focused on agricultural issues, the service uses research conducted by the state's land-grant university, the University of Minnesota, to offer a wide range of counseling, education programs, technical advice, and publications to the citizens of the state.

As the mission of the extension service has broadened, so have its sources of financial support. Historically, extension has been a state-federal partnership. But federal support for extension has been relatively flat in the last decade, putting pressure on extension services to seek support elsewhere. The federal share of the Minnesota service's $35.6-million budget this year is just 22 per cent, down from 33 per cent 10 years ago.

Personnel Costs Are High

Federal dollars are used throughout the extension service to support the research conducted by university faculty members and to help pay for disseminating that research to Minnesotans. Because the whole idea behind extension services is direct communication with citizens—one on one, whenever possible—personnel costs in the program are high, and vulnerable to cuts.

In the last eight years, the service's staff has been cut from 535 full-time-equivalent posts to 450. "Every year we start off by saying, How much short of federal dollars are we going to be this year?" says Patrick J. Borich, the service's director.

The state and county governments have made up for some of the missing federal dollars. But Mr. Borich adds that state legislators can't continue to increase their appropriation for the service because so many other programs in health, education, and social services can also claim that federal support is not keeping up. "If legislators took that argument, they'd go bankrupt," he says.

Assigning Agents to 'Clusters'

The extension service has adopted several cost-cutting measures to keep the quality of its programs high amid the tight budgets. One new concept is "clustering." Instead of assigning each county an agriculture expert, a home-economics expert, and so on, the service gives the agents more-specialized topics and assigns them to serve a group of counties.

Clustering, says Mr. Borich, is the only way the service can afford to have every topic covered in every county. But the clusters have bothered some Minnesotans, who have valued having county agents nearby as members of their small communities.

The service is also starting to charge residents for some of its publications. Again, Mr. Borich says the fees of a few dollars each will allow the service to continue distributing good materials. But agents fear that the people they serve will resent paying for the pamphlets because their federal, state, and local tax dollars already are used for the extension service, and because many farm families are strapped for cash.

"I'm not sure people in rural Minnesota can afford to pay any more for us," says Janene H. Baedke, an extension agent based in Blue Earth.

Finding Money From New Sources

Despite the tough budget situation, however, the extension service has been able to obtain money, one way or another, to start innovative programs. A grant from the U.S. Department of Transportation, for example, helped start a program to curb alcohol use and drunk driving by rural teen-agers. The Blandin Foundation of Grand Rapids, Minn., is supporting a program that trains high-school students to talk to middle-school students about making "tough" decisions on sex, alcohol, and drugs. The service uses funds from many sources to mediate between banks and farmers who cannot pay their debts be-

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Patrick J. Borich, director of the Minnesota Extension Service: "Every year we start off by saying, How much short of federal dollars are we going to be this year?"

COOPERATIVE EXTENSION
Appropriation for fiscal 1990: **$369,200,000**
President's proposal for fiscal 1991: **$345,700,000**
Outlook **Congress may try to find more money than the President requested, but next year's appropriation probably won't be much bigger than this year's.**

cause of fluctuations in the agriculture economy.

Even though money from non-federal sources is helpful, Mr. Borich says, it cannot take the place of the funds from Washington. The service has started many of the most innovative programs in just a few counties and has been able to expand them only gradually. Slight increases in federal support mean more counties can offer the programs; decreases mean fewer can offer them.

In specific extension programs that rely almost solely on federal support, budget-driven changes in the number of counties served are automatic.

For instance, the federal government provides nearly all of the $950,000 the service uses for the Expanded Food and Nutrition Education Program. In 13 counties, the program trains poor families to buy and prepare more nutritious food, to maintain sanitary cooking conditions, and to balance their budgets so they don't run out of food stamps or other government support before they receive their next payments.

Surveys of participants show that the families do learn, and that they are less likely to run out.

About 20 more counties in Minnesota could benefit from the program. Whether it is expanded to those counties, and whether existing counties lose the service, will depend on what Congress and the President decide to include in the federal budget. ■

Federal Grant Spawns Humanities Courses for a College's Ethnically Diverse Students

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Sister Michel Keenan: "The great classical works lend themselves well to these themes. And for minority people, these themes are central to their existence."

By CHRISTOPHER MYERS

TOPPENISH, WASH.

Most of the classrooms at Heritage College are in an old elementary school, and the administrative offices are in small, thin-walled portable buildings that shudder when big winds come down the Yakima Valley.

But the educators who work in those modest buildings have ambitious plans. Federal money, in the form of a three-year, $140,000 grant from the National Endowment for the Humanities, is helping them carry out one of the plans: a set of humanities courses that incorporate literature and philosophy from Hispanic and American-Indian traditions, as well as from non-Western cultures.

Those traditions are important to students at Heritage. The private, non-denominational college is located on the Yakima Indian Reservation. The surrounding area also has a large Hispanic population, made up mostly of families that originally came to the valley to work in the numerous orchards and farms here.

The average age of the students is 35; nearly half are either American Indians or Hispanics, and 75 per cent are women.

Heritage College was created out of the ashes of a branch campus of Fort Wright State College, which dated to 1907. But Heritage has existed in its present form and at its present site only since 1981, when the closing of the branch campus created a public outcry for a new college. The current enrollment is about 550 students, and the college has an endowment of $75,000. The name of the college refers to the cultural traditions of the ethnic groups that the institution serves.

NATIONAL ENDOWMENT FOR THE HUMANITIES

Appropriation for fiscal 1990:
$156,900,000

President's proposal for fiscal 1991:
$165,000,000

Outlook:
Congress is unlikely to provide more funds for the endowment than President Bush requested.

'Something Students Can Relate To'

College officials say they realized quickly that the makeup of the student body called for some revision of the original humanities courses.

"You have an adult, multicultural, non-traditional student body," says the college's president, Sister Kathleen A. Ross. "We were interested in integrating some of the great writings from Native American and Hispanic traditions—something that the students can relate to."

The grant from the humanities endowment—about $47,000 a year—has helped pay faculty members and consultants to plan the courses. It also helped in a more fundamental way, allowing the college's library to buy many of the books for the new courses. So far the college has purchased more than 400 with the grant money. They range widely, from novels like *Autumn of the Patriarch*, by Gabriel García Márquez to scholarly works such as *Oglala Women: Myth, Ritual, and Reality*, by Marla N. Powers.

Says Carole A. Krysan, an English instructor who helped design the new courses: "The biggest value is getting these books. It's just been wonderful to build up these collections."

Originally the college planned to design the courses on the "great books" model, but that plan was scrapped in favor of a thematic approach. The first course considers the themes of power, freedom, and education. The second course looks at reality, reason, and expression.

Talking About Power

The great books have not been left behind, but the composition of the student body made the thematic approach more logical, college officials say.

"It's not an either/or question," says Sister Michel Keenan, a professor of philosophy and education who is one of the principal instructors in the new courses. "The great classical works lend themselves well to these themes. And for minority people, these themes are central to their existence: People who don't have power want to talk about it."

She gives an example of how the themes and works are integrated: In a discussion of various ideas about power, the students read from Plato's *Republic*, Hobbes's *Leviathan*, Thomas More's *Utopia*, and the speeches of Chief Joseph, the leader of the Nez Perce tribe in the 19th century.

The college is now in the final year of the grant. The new courses are currently required only for sophomores pursuing a degree in what the college calls interdisciplinary studies—combining two or more majors in the humanities and sciences.

The ideas and books in the new courses are beginning to seep into other parts of the college's curriculum, and officials say the sequence may become a requirement for all Heritage undergraduates.

The grant from the N.E.H. was essential in starting the new courses, faculty members say. Janet Ockerman, chairwoman of the department of social sciences, says: "Without it, we wouldn't have had the resources to do that in as systematic a way."

The college will probably apply for another endowment grant to help expand and improve the courses and to enlarge the collection of related books, officials say.

Says Sister Espiritu Dempsey, the college's academic dean: "I look at the humanities as a living part of the curriculum—it educates students for life. For this spirit to thrive, we need some ongoing support." ■

As Inflation Eats Into the Value of Grants, Students on Illinois Campus Borrow More

By THOMAS J. DeLOUGHRY

CHICAGO

Freshmen are borrowing three times as much at the University of Illinois campus here as they did five years ago to pay for college.

That bothers administrators, who place a major part of the blame on federal student-aid policies.

Washington's most visible role in education has long been its involvement in aid programs for students attending colleges, universities, and other postsecondary institutions. Although Congress increased spending for the programs throughout the 1980's, college officials say students have lost ground steadily in the battle to keep up with rising tuition and other fees.

A Third of the Department's Budget

With $6-billion appropriated for several aid programs and another $3-billion set aside for administering guaranteed student loans, student assistance accounts for more than one-third of the Education Department's $24-billion budget for fiscal 1990. In 1980, the government spent $5.2-billion on aid programs and student loans.

But most of the increases have been eaten up by the growing number of grant recipients—an expansion attributed to the larger number of non-traditional students who are financially needy and to an enrollment explosion at for-profit career schools.

Spreading the money so thin has left little for increasing the size of grants. The maximum Pell Grant, for example, is currently $2,300, up from $1,750 in 1980. That apparent increase of 31 per cent actually represents a 17-per-cent decrease after inflation.

The result, say many college officials, has been an increase in the size of loans that students are taking to pay their bills. At the University of Illinois campus here, where the annual cost for commuting students is $7,800, the director of financial aid says freshmen are borrowing an average of $1,500 a year. Five years ago, when the annual cost here was $5,500, the average freshman borrowed only about $500.

Grants Lag Behind Cost Increases

Marsha S. Weiss, the director, says it is obvious that students' debts will grow as long as grants lag behind increases in the cost of attending college. The question, says Ms. Weiss, is: How big does the ex-

Continued on Following Page

STUDENT AID

Appropriation for fiscal 1990:
$6,090,766,000 for aid programs, $3,813,832,000 for guaranteed student loans

President's proposal for fiscal 1991:
$6,352,500,000 for aid programs, $3,108,000 for guaranteed student loans

Outlook:
Congress may restore some cuts the White House asked for in some programs, but won't vote for major increases in overall spending.

The Bush Budget

Continued From Preceding Page

pected debt have to be before prospective students reconsider their college plans?

For the neediest of the university's 24,000 students, inadequate grants have meant larger Stafford Loans—federally guaranteed loans that offer below-market rates. Middle-income students who don't qualify for grants and Stafford loans are being forced to borrow from the Supplemental Loans for Students program, which is federally guaranteed but is less attractive because its interest rates are higher—usually around 12 or 13 per cent. "It's like using your MasterCard," says Ms. Weiss.

Families and Large Debts

On a campus where the average student is 27 years old, the prospect of large debts can be especially discouraging for those who are already struggling to support families, says Ms. Weiss.

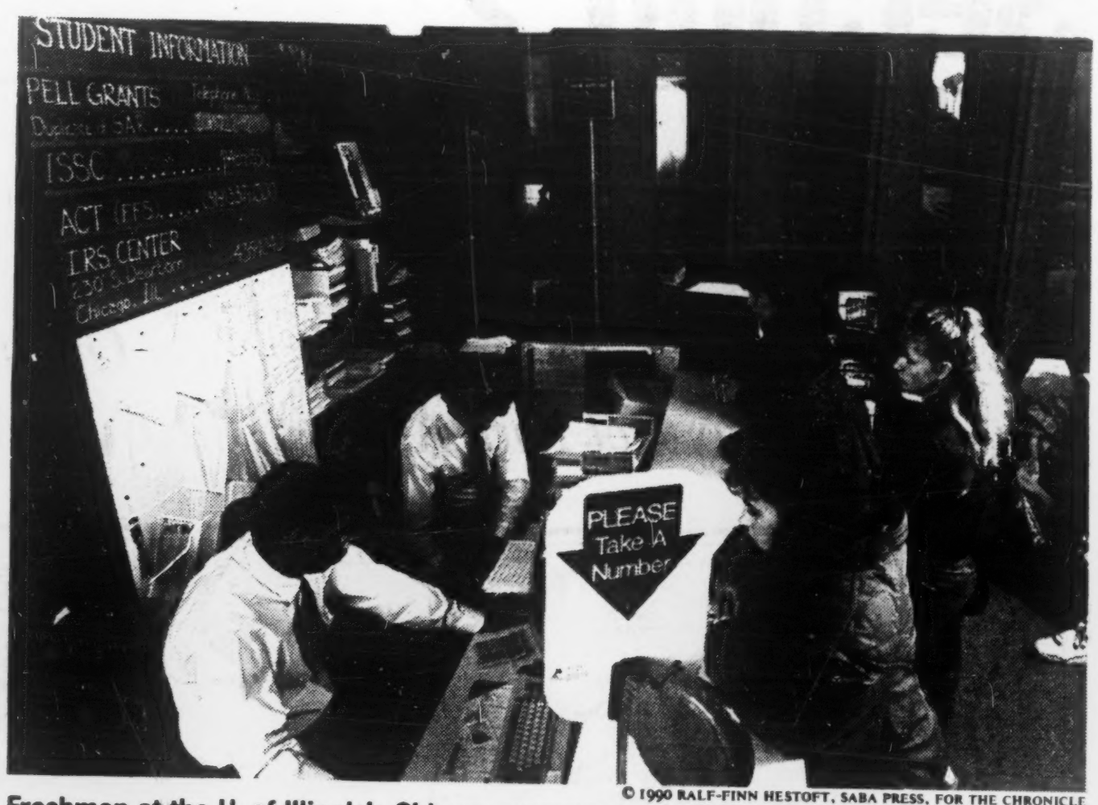
Increases in the Supplemental Educational Opportunity Grants and the low-interest Perkins Loan program would help to lessen the debt burden for many needy students, Ms. Weiss says. Increasing the Pell Grant maximum would also help, she says. But college lobbyists say a mere $100 increase would cost the government $250-million a year. On the other hand, Ms. Weiss says, cuts in aid would probably increase students' debts and cause more people to decide not to attend college.

Donald N. Langenberg, chancellor of the university, credits the state of Illinois with providing much-needed scholarship money for students. But the chancellor acknowledges that student aid, over all, has been insufficient. "Clearly, the need far exceeds the availability of funds," he says.

Small annual increases from the federal government will not be enough, Mr. Langenberg says, referring to the 2.5-per-cent increase for student aid in the 1990 budget. "The reality is that a 2-per-cent increase in the face of what's happening with college and university costs is going to mean another significant drop in the number of students that can be served," he adds.

Ms. Weiss, the financial-aid director, doubts Washington will come up with much new money for student grants. Part of the problem, she says, is that many Administration officials and members of Congress often recall that they worked their way through college and believe today's students should do the same.

Many such officials do not realize that students can no longer pay their tuition bills with part-time jobs, Ms. Weiss says, adding that a student would need to work 35 to 40 hours a week to pay for a college education.



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Freshmen at the U. of Illinois's Chicago campus are borrowing an average of $1,500 a year. Above, the financial-aid office.

Stretching Federal Dollars

Student loans are likely to remain the most popular kind of student-assistance program in Washington, she says, because loans let lawmakers stretch federal dollars. The government pays $3-billion for the administrative costs of the program and for repaying defaulted loans, but banks provide the estimated $11-billion that is lent each year.

Ms. Weiss also suggests that the loan programs have developed a constituency of politically connected bankers who want to see the programs remain popular. Despite their public protests to the contrary, Ms. Weiss says the bankers must be profiting from student loans because they often approach her in hopes she will send more students their way.

"The money that is to be made there is real obvious—by the banks that come to visit, have luncheons, and take you to Bears games," she says. ■

Title III Support Can Make or Break the Enhancement of Quality at This Black University

By SCOTT JASCHIK

NEW ORLEANS

■ Better course offerings in computer science and mass communications to produce more black professionals in those fields.

■ A more rigorous teacher-education program so more black students can pass teacher-certification tests.

■ An honors program to prepare black students to attend top graduate schools.

■ Additional counselors to identify black freshmen who might drop out of college, and to encourage them to stay.

Many historically black colleges are working toward those goals as part of concerted efforts to improve their academic quality. At Dillard University here, federal financial support enables those efforts to thrive.

The programs are supported by the Education Department's program for "developing institutions." The program was originally created to help historically black colleges, but now serves other institutions as well. The money—$702,000 at Dillard this year—is supposed to improve academic and administrative programs. Within those broad areas, the colleges may use the money as they see fit. The funds are frequently referred to as "Title III" money, after the part of the Higher Education Act that authorizes them.

Jacqueline G. Houston, coordinator of the Title III programs at Dillard, says the university has used the federal funds to make fledgling programs solid. "These are programs that otherwise would have taken us much longer to get off the ground."

Federal Money 'Fills a Big Gap'

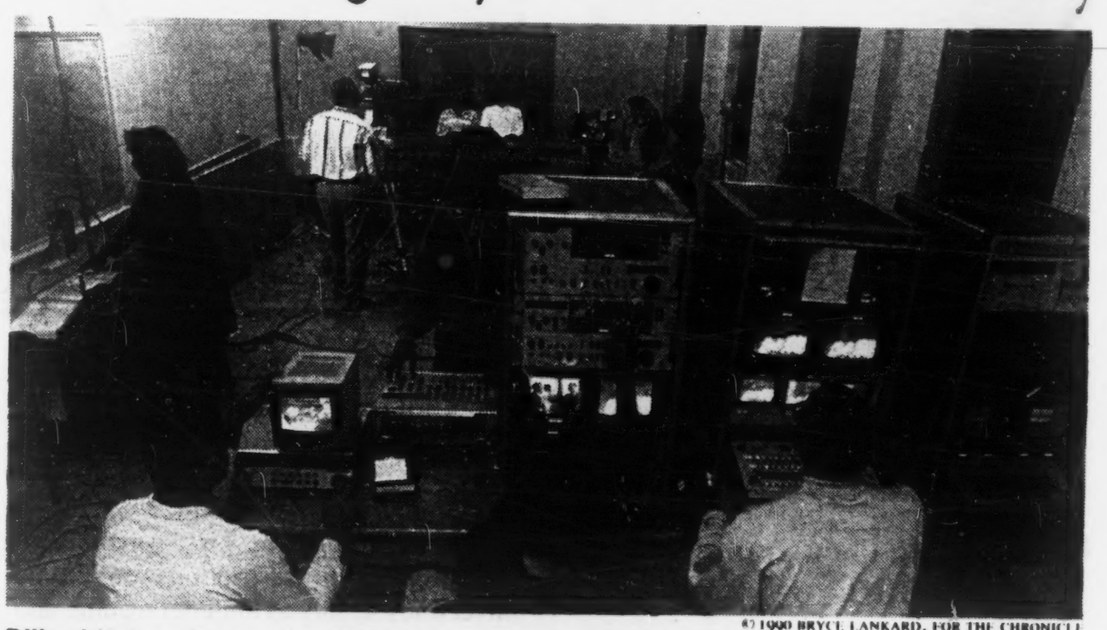
The $702,000 that Dillard receives in Title III funds would hardly be noticeable in the budgets of some wealthy universities. But it makes a big difference here. Dillard, a private university, has an endowment of $20-million, and the institution's operating budget this year is $13-million.

Charles C. Teamer, vice-president for fiscal affairs, says most of the money that the university raises from alumni is used for "human needs," such as scholarships. For that reason, he says, the federal support for academic programs "fills a big gap."

Clifford Johnson, vice-president for development, says the Title III funds are also important when the university seeks grants from foundations or businesses. Such donors are more likely to support an idea that is already up and running, he says. Wealthier institutions can use their own funds to start new programs and would have a leg up on Dillard at obtaining foundation support—if Dillard didn't have the benefit of Title III money.

"With these programs, we can really go out and sell the institution," Mr. Johnson says.

Indeed, the Title III money is transforming academic programs at Dillard. In mass communications, for example, Dillard offered only print-journalism courses five years ago, and those did not make use of computers. Today, the program uses computer technology, and equipment has been purchased to teach television production.



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Dillard University is using federal money to expand its offerings in computer science and mass communications. Above, a TV production class.

"It's extremely important that we have more people of color in the media, and you have to have the equipment to train them," says Patricia S. Rochon, coordinator of the mass-communications department.

Title III funds have helped the university's honors program develop a series of interdisciplinary courses for students with top grades. Extensive writing assignments and oral presentations are required, and students are encouraged to prepare themselves for graduate education.

Could Do More With an Increase

In teacher-education programs, Title III funds have been used for faculty development and to create an examination that all students must take to receive their diplomas. The exam, based on what states now expect of starting teachers, is designed to keep the curriculum relevant.

Without exception, the faculty members running these programs say they could do much more if Title III support were increased. The mass-communications program would probably add courses in advertising and in public relations, specialities in high demand among students and employers. The honors program would use additional funds to send students to academic conferences and to hire more instructors.

If federal funds are cut, on the other hand, Dillard's Title III programs would be scaled back. Without federal assistance, there are not funds to support them.

Samuel DuBois Cook, Dillard's president, says university officials will monitor closely the Congressional budget deliberations on Title III. He says the university will work to see that funds are increased.

Title III, he says, "enables us to do a great deal in terms of our priorities and visions."

"The beauty of Title III," he adds, "is that it allows us to do things we really want to do." ■

TITLE III

Appropriation for fiscal 1990:
$196,170,000

President's proposal for fiscal 1991:
$214,900,000

Outlook:
Congress will probably approve an appropriation close to the President's request.

Bush's Budget Would Slash Aid to 300,000 Students in 1991-92

Continued From Page A24

schoolchildren, while doing nothing to deal with the imbalance between grants and loans in student aid.

Robert H. Atwell, president of the American Council on Education, called on Congress to "reject these cuts and stand by the nation's commitment to provide educational opportunity for needy students."

On Capitol Hill, members of Congress said President Bush's education-budget proposals were an improvement over those submitted by President Reagan, but did not go far enough in addressing the problems in higher education.

"It's not a mean budget, but it's not a bold budget," said Rep. William H. Gray, III, speaking to the annual meeting of the National Association of Independent Colleges and Universities here. "It aims low and it hits the target," said Mr. Gray, a Pennsylvania Democrat who is the Majority Whip in the House of Representatives.

Representative Gray said the Democratic leadership in the House would push hard during the Congressional appropriations process for increases in student aid so that the programs would at least keep up with inflation in 1991.

Republican to Seek Increases

Rep. Silvio O. Conte, the top Republican on the House subcommittee that doles out funds for education, told the association's meeting that he would also work for increases in student aid. He said the budget showed that Mr. Bush did not consider student aid a high priority. "In the appropriations process, higher education starts off with a fairly stable base, but in need of momentum," he added.

Mr. Conte, who is from Massachusetts, also said he worried that budget battles between the Administration and Congress this year could lead to a repeat of across-the-board cuts that were made last fall to trim the deficit. Those cuts took $84.3-million from student-aid programs.

Rep. Augustus F. Hawkins, the California Democrat who heads the House Education and Labor Committee, charged President Bush with "robbing Peter to pay Paul." He said the President was cutting much-needed higher-education funds to pay for small increases for some other programs.

"It's not a mean budget, but it's not a bold budget. It aims low and it hits the target."

At a news conference, Education Secretary Lauro F. Cavazos defended the President's education budget as "good for education." He said it reflected the Administration's belief that the nation's elementary and secondary schools are most in need of government help.

"We're basically holding the line on the postsecondary component," Mr. Cavazos said. "That's not to say we're stepping back from our commitment, but with the constraints of budgets all the way around and what we could do, we felt this was the best course to take at this time."

The Secretary reiterated his call for universities, state governments, and the private sector to join with the federal government to provide student aid.

College officials said it was ironic that the student-aid program that would be hardest hit under the President's proposal is a partnership between the federal and state governments that provides grants to 197,000 students each year. The President's budget would eliminate the federal government's $59-million contribution to the program, which is called the State Student Incentive Grant program.

Department officials maintained that the federal government had achieved its goal of stimulating state contributions for student aid and no longer needs to contribute. College lobbyists replied that many states rely on the federal money for leverage in their annual battles to get state legislators to come up with aid funds.

Fewer Work-Study Awards

Mr. Bush's proposal would save an additional $135-million by eliminating the federal contribution to the low-interest Perkins Student Loan program, which is administered by colleges and universities. Education Department officials said institutions would have sufficient Perkins funds to provide loans to 695,000 students in 1991-92—down from 804,000 expected in 1990-91.

An additional 5,000 students would lose College Work-Study awards under President Bush's plan to provide no increases in the program for 1991-92. Fewer students would be served because the size of awards will rise with increases in the minimum wage, officials said.

The new Pell Grants for 169,000 students who attend college for less than half time would come from a $102-million increase in the program for 1991-92. Last fall Congress removed less-than-half-time students from the Pell program for 1990-91 as a cost-cutting measure.

Many college representatives were skeptical that the money President Bush proposed to spend on Pell Grants would be enough to pay for the expected increase in the number of full-time students in 1991-92, even without adding new recipients. Charles B. Saunders, senior vice-president of the American Council on Education, pointed out that the Administration's total for Pell Grants anticipates Congressional approval of proposed changes in the program that would save an additional $218-million.

Controversial Proposals

Mr. Saunders said it was "appalling" that the Administration would rely so heavily on the enactment of controversial proposals that Congress may not agree to. The proposals include barring financial-aid administrators from using their discretion to change awards, and two other measures

Continued on Following Page

Plan to Curb Discount-Mail Privileges Dismays Campus Alumni Associations

WASHINGTON

College alumni associations were dismayed last week by a Bush Administration proposal to curtail non-profit groups' eligibility for special, discounted mailing rates.

The recommendation, part of the President's budget proposal, calls on the U.S. Postal Service to reduce its subsidy for bulk-rate discounts by $112-million, to about $370-million, through changes in eligibility requirements. The proposal would exclude from the discounts any third-class mailing that "does not relate directly" to the primary purpose of an organization. The White House said the proposal would be introduced in legislation this year.

Many alumni associations—especially those that are legally independent from their parent institutions—are worried that they could lose the use of the discount under either that restriction or another that would deny use of the rate for "educational material for organizations that are not schools."

'A Devastating Impact'

Roy A. Vaughan, executive director of the Ex-Students' Association of the University of Texas at Austin, said broad new restrictions on use of the discount rate "would greatly detract from our abilities to support the institutions we're designed to help."

George E. Miller, legislative counsel to the Nonprofit Mailers Federation, said he had "serious doubts" that Congress would agree to some of the changes proposed by the White House. The restrictions, he said, "would have a devastating impact on the non-profit community."

—CHRISTOPHER MYERS

'THE FUTURE'S AT STAKE'

Science Education Is a Priority in Bush's Speech, Budget Plans

WASHINGTON

President Bush highlighted science education last week in both his budget proposal and his State of the Union address.

In the address to Congress, he said he wanted American students to be "first in the world in math and science achievement" by 2000. He also said that, by that same year, the high-school graduation rate should be at least 90 per cent. It is now 71 per cent.

The President's speech offered a brief preview of the goals that he and the nation's governors are expected to adopt later this month. Last year, at a meeting at the University of Virginia, the President and the governors agreed to establish such goals.

In his speech, Mr. Bush did not offer details. He said the goals might be difficult to reach, but expressed confidence that they would be met.

"Easy to do? Far from it," the President said. "But the future's at stake. The nation will not accept anything less than excellence in education."

Educators said last week that they welcomed the President's interest in education. But some questioned his approach.

"We're obviously pleased there's a recognition of the need to strengthen math and science education, but I don't see any substance yet behind the goal," said M. Richard Rose, president of the Rochester Institute of Technology.

"These are all goals that anyone would subscribe to," he added. "The question is, How do we achieve them? And without a greater resource base I'm not sure we're going to achieve them."

'Not a Realistic Goal'

F. James Rutherford, chief education officer of the American Association for the Advancement of Science, said the aim of having American students lead the world in science education by 2000 was "not a realistic goal."

"That's only 10 years from now. Changing the vast American school system is going to take several decades," he said.

Mr. Rutherford said the President's recommendation to increase spending on science education was "a move in the right direction." But he said he was bothered by the emphasis on comparing American students to those of other countries.

Worldwide standards "aren't high enough," Mr. Rutherford said, so Americans could be disappointed if the country "caught up" to the rest of the world, only to find that the nation's students still lacked adequate skills.

Margaret L. A. MacVicar, dean for undergraduate education at the Massachusetts Institute of Technology, said she thought the top 20 per cent of American students might be able to compete with the top 20 per cent of students from other nations in 10 years. But she said she doubted that the "average cohort" of Americans would be able to compete with their counterparts abroad.

"If we want to be best, then we have to make no less a commitment than we did when we said we were going to the moon in 10 years," Ms. MacVicar said, adding that she did not believe President Bush had made that sort of commitment.

$1-Billion for Programs

The President's budget proposal included more than $1-billion for programs for science, mathematics, and engineering education. That would be an increase of about $222-million, or about 26 per cent. Most of the increase would go to the National Science Foundation and the Department of Education. The N.S.F. would receive $106-million more in fiscal 1991 for science education and for programs that help young scientists establish their careers.

The increase would include $25-million more for pre-college programs, up 18 per cent; an additional $44-million for undergraduate research and education programs, up 48 per cent; and an extra $37-million for programs at the graduate level and beyond, up 29 per cent.

The agency's budget for fiscal 1991 includes an extra $31-million for programs at all levels that are intended either to help institutions that serve a high percentage of minority students or to attract more women and minority students to science and engineering careers. That is almost 50 per cent more than the agency will spend on such programs this year.

The Department of Education would receive $230-million for the Dwight D. Eisenhower Mathematics and Science Program, an increase of about 69 per cent. Most of the program's money is distributed to the states, which in turn make grants to improve the quality of instruction in mathematics and science. States are required to use 25 per cent of the money for programs to improve higher education.

—COLLEEN CORDES AND SCOTT JASCHIK

The Bush Budget

President Seeks Tax Credit for Corporate Research, Savings Plan to Help Parents Meet College Costs

By SCOTT JASCHIK
WASHINGTON

The budget plan that President Bush sent to Congress last week includes two proposals to change the tax code in ways that could help higher education.

One proposal, to make permanent a tax credit for corporate spending on research, is a long-standing goal of colleges. The other proposal, the creation of tax-free savings accounts, could help some parents save for their children's college education. While welcoming the idea, college officials said the specifics of the President's proposal could be improved.

The President's proposal on corporations' research spending is important to colleges because a series of temporary tax breaks intended to encourage such research has not been as effective as proponents expected. For the past several years, Congress has approved a temporary provision, but for only a year at a time. And those extensions have come at the last minute.

Proponents of a permanent tax break have said businesses would be more likely to sponsor research—both at universities and at their own laboratories—if the provision were made permanent.

"The credit has been viewed as an on-again, off-again kind of thing. It would be much more potent if companies and universities knew that they could count on it," said Kenneth R. Kay, executive director of the Council on Research and Technology. The council, known as CORETECH, is a coalition of universities, businesses, and trade associations.

He said surveys of business leaders indicated that corporate spending on research, currently about $60-billion nationally, would increase by $4.5-billion with a permanent credit. The credit would probably cost the government less than $1-billion in lost revenue.

A Campaign Promise

The President's other tax proposal affecting higher education—the savings plan—fulfills a campaign promise to provide tax incentives that would encourage families to save for such expenses as education and health care. Administration officials leaked a preliminary version of the plan to reporters late last year as Congressional interest in the idea grew.

Under the plan released last week, individuals or couples could create Family Savings Accounts. Interest on the accounts would be tax-free, provided the money was left in the accounts for at least seven years, after which the money could be used for any purpose. People filing single tax returns could deposit up to $2,500 a year in the accounts, while those filing joint returns could deposit up to $5,000 annually.

"Anything that would aid parents in saving for the cost of college would be advantageous."

The accounts would be limited to those with annual incomes below $60,000, for people filing single returns, and to couples filing joint returns with incomes below $120,000. Sheldon E. Steinbach, general counsel for the American Council on Education, praised the program. "Anything that would aid parents in saving for the cost of college would be advantageous," he said.

He added that the income levels in the proposal were "realistic," in that they would exclude the extremely wealthy but include the middle-class families most likely to take advantage of the plan.

Other college officials were less enthusiastic about the President's proposal. Said Sandra H. McMullen, executive director for tax policy of the National Association of Independent Colleges and Universities: "It's more helpful than nothing."

Ms. McMullen said she preferred a savings plan offered last year by Sen. Lloyd Bentsen, a Texas Democrat who is chairman of the Senate Finance Committee. Under Senator Bentsen's plan, Individual Retirement Accounts would be expanded so that people could start them regardless of their incomes. Early withdrawals could be used—without the tax penalty that would be imposed under current law—to finance a college education.

'It's Familiar. It's Simpler'

People are more likely to use I.R.A.'s, which are well known, than a new savings method, Ms. McMullen said. "It's much better to use something that already exists. It's familiar. It's simpler," she added.

A spokeswoman for Senator Bentsen said he planned to reintroduce his I.R.A. proposal, and also to introduce a broad package of measures to encourage Americans to save more money. The spokeswoman said that savings for college would be a focus of that package. ■

White House Asks Small Increases for Arts, Humanities Endowments

By CHRISTOPHER MYERS
WASHINGTON

The Bush Administration last week requested small but potentially significant increases in the budgets of federal agencies that support scholarship in the arts and humanities.

Advocates of federal support of such scholarship said the increases could signal a shift away from the attitudes of the Reagan Administration. Under President Reagan, the White House regularly attempted to reduce support for those programs, although Congress blocked most of the proposed cuts.

President Bush's budget would increase spending on the National Endowment for the Humanities by about 5 per cent, to $165-million, in fiscal 1991. That includes an increase for the agency's research division of about $1.8-million, most of which would go to long-term projects like the recently completed *Encyclopedia of Southern Culture*, which the endowment supported.

The proposed budget for the humanities endowment also includes $2.5-million for grants to help schools, colleges, and universities improve the teaching of foreign languages.

Under the proposed spending plan the endowment would also continue to expand efforts to preserve aging books, newspapers, and manuscripts. The agency's preservation budget, which increased by $5-miliion last year, would go up an additional $1.6-million this year, to $19-million.

Scholars Are Pleased

Humanities scholars were pleased with the increases, in part because of the change from Reagan Administration policies and in part because of recent disputes involving the endowment. The humanities endowment and the National Endowment for the Arts were embroiled in controversy for much of last year after the N.E.A. supported works that some members of Congress considered obscene.

Said John Hammer, director of the National Humanities Alliance: "We were pleased to see such a substantial increase recommended by the Administration. That's a positive sign—a sign that at the White House the case is being made for the humanities."

Other Proposals

In addition to the increase for the humanities endowment, the President's budget called for:

- A boost for the arts endowment from $171.3-million to $175-million.
- An increase from $22.7-million to $24-million for the Institute of Museum Services.
- An increase from $124.8-million to $128-million for the National Archives and Records Administration.

The proposed budget for the National Archives includes a $4-million request for the National Historical Publications and Records Commission, which makes grants, primarily to state and local groups, for the preservation of books and documents. In each of the past 10 years the White House had requested that the commission receive no funds. Congress had to provide the money.

Although the President's current request is $1-million lower than the commission's 1990 budget of $5-million, advocates of preservation efforts hailed the apparent change in attitude toward the commission.

Said Page Putnam Miller, director of the National Coordinating Committee for the Promotion of History: "We're glad to see this. It shows a recognition that the program is alive and viable."

She said she thought Congress would provide the commission with at least as much money as it has this year. ■

Bush's Budget Would Slash Aid to 300,000 Students in 1991-92

Continued From Preceding Page

that would primarily affect trade schools.

Aside from the proposed increases for 1991-92, President Bush's budget would increase the Pell Grant program by an additional $371-million to pay for expected shortfalls this spring and in 1990-91. While the increase insures that no grants will be reduced in this academic year, it is not sufficient to close the gap in 1990-91.

Education Department officials said that 14,000 students who now qualify for $200 grants would be eliminated from the program in 1990-91 and that 1.3 million more grants would be trimmed by about $50 each.

'Desperately in Need of Aid'

College officials bemoaned the cuts. "These are students who are from lower-middle-class families and desperately in need of student aid," said Richard F. Rosser, president of the National Association of Independent Colleges and Universities.

College administrators also complained that the President had not requested any money to raise the amount of the maximum Pell Grant above $2,300 a year. If the Bush plan is enacted, the 1991-92 academic year would be the third straight in which the maximum grant was $2,300 or less. When Congress amended the Higher Education Act in 1986, it set a goal of $3,100 for the maximum Pell Grant in 1991-92.

Mr. Bush's budget plan would freeze at the 1990 level the government's spending on Supplemental Educational Opportunity Grants, which are intended to supplement Pell Grants for low-income students. The number of grant recipients is expected to climb by 18,000, however. Money will be available for the additional recipients because a previously scheduled change in the program requires institutions to contribute a larger share of the grants.

For guaranteed student loans, the Bush budget would cut $730-million, based on the interest-rate predictions, and $49-million more by adopting controversial proposals to change the loan programs.

The most dramatic change would affect the state guarantee agencies, which act as intermediaries between banks and the federal government. Under the proposal, the government would repay 90 per cent of the value of defaulted loans, rather than between 80 and 100 per cent based on an agency's default rate, as it does now. Guarantee-agency officials said they opposed the proposal because it would hurt agencies with low default rates, which currently do not pay for any of their defaults, while rewarding those with high default rates, which often pay more than 10 per cent of their default costs.

Another change would require lenders to check the credit histories of students who are older than 21. A student with a poor record would need a co-signer to qualify for a loan, Education Department officials said.

Some in higher education said the proposal would be unfair to poor students. Said D. Bruce Johnstone, chancellor of the State University of New York System: "As soon as you begin risk-rating, what you're really doing is risk-rating parents. That becomes one more barrier to low-income students, minority students, and students who are independent."

Overall Increase: 1.7 Pct.

Higher-education programs unrelated to student aid would receive an overall increase of 1.7 per cent under the spending plan. Department officials said the proposed funds for those programs had been allocated according to the role of each in improving access to education for needy students.

Consequently the President recommended a 11.6-per-cent increase for the Trio programs and a 75-per-cent raise for a small program that provides aid to minority graduate students.

Lobbyists were thankful for the increases in the programs, but said they could use much more.

"We are very pleased and very excited by the direction the Bush budget took in respect to Trio," said Arnold L. Mitchem, executive director of the National Council of Educational Opportunity Associations. "They finally got the signal that these programs are integral to any federal strategy of equal educational opportunity." ■

FACT FILE: Higher-Education Funds Requested in Fiscal 1991 Budget

In the Department of Education

	Fiscal 1989 actual	Fiscal 1990 estimate	Fiscal 1991 request
Student assistance			
Pell Grants	$4,483,900,000	$4,804,500,000	$5,277,000,000
Supplemental Grants	438,603,000	458,700,000	458,700,000
College Work-Study	610,097,000	601,800,000	601,800,000
Income-contingent loans	4,940,000	9,900,000	15,000,000
State Student Incentive Grants	71,889,000	59,199,000	0
Perkins Loans	205,507,000	156,800,000	0
Stafford Student Loans	4,066,800,000	3,813,832,000	3,108,000,000
Paul Douglas Teacher Scholarships	15,235,000	14,922,000	14,922,000
Graduate support			
Patricia Roberts Harris graduate fellowships	15,711,000	16,034,000	17,780,000
Robert C. Byrd honors scholarships	8,200,000	8,627,000	8,627,000
Jacob K. Javits fellowships	7,904,000	7,896,000	5,424,000
Patricia Roberts Harris public-service fellowships	3,320,000	3,277,000	1,189,000
Minority participation graduate fellowships	3,476,000	3,547,000	6,094,000
Areas of National Need fellowships	12,844,000	15,793,000	25,483,000
Institutional assistance			
Developing institutions			
Aid for historically black colleges	84,422,000	100,366,000	110,366,000
Endowment challenge grants	12,696,000	12,893,000	17,893,000
Institutional support	77,459,000	82,911,000	86,631,000
Cooperative education	13,622,000	13,445,000	0
Facilities			
College-housing and academic-facilities loans	31,315,000	35,129,000	13,449,000
Interest-subsidy grants	22,744,000	22,449,000	20,900,000
International education	31,058,000	39,794,000	39,794,000
Law School Clinical Experience	3,952,000	4,935,000	0
Veterans' Education Outreach	2,838,000	2,801,000	0
Bilingual education			
Bilingual vocational training	3,771,000	2,959,000	0*
Training grants	30,413,000	31,913,000	31,913,000
Library resources			
Research libraries	$5,675,000	$5,738,000	$5,738,000
Training and demonstration	709,000	855,000	855,000
College-library technology grants	3,651,000	3,732,000	3,732,000
Aid to disadvantaged			
College-aid migrant programs	1,482,000	1,720,000	1,720,000
Legal Training for the Disadvantaged	1,892,000	2,468,000	2,468,000
Minority Institutions Science Improvement	5,307,000	5,416,000	5,633,000
Programs for disadvantaged students	219,257,000	241,822,000	269,739,000
Education research and statistics			
Education research	47,079,000	55,502,000	61,322,000
Education statistics	31,122,000	39,739,000	60,404,000
Education for the handicapped			
National Institute on Disability and Rehabilitation Research	53,525,000	54,318,000	54,318,000
Research and development	17,026,000	19,825,000	0*
Personnel development	67,095,000	71,000,000	0*
Rehabilitation training	30,500,000	31,110,000	31,110,000
Postsecondary programs	5,770,000	6,510,000	0*
Miscellaneous			
Adult education	162,210,000	192,795,000	238,726,000
Vocational education grants	831,566,000	850,734,000	0*
Teacher training	151,434,000	151,515,000	246,348,000
Office for Civil Rights	41,635,000	44,572,000	49,900,000
Drug-abuse education, prevention for college students	27,800,000	28,400,000	28,400,000
Fund for the Improvement of Postsecondary Education	11,856,000	11,702,000	11,702,000
Student Literacy Corps	4,900,000	5,000,000	5,000,000
Women's educational equity	2,949,000	2,098,000	1,000,000
School, College, and University Partnerships	2,760,000	2,961,000	2,961,000

In Other Federal Agencies

	Fiscal 1989 actual	Fiscal 1990 estimate	Fiscal 1991 request
Scientific research			
National Institutes of Health			
Cancer Institute	$1,572,879,000	$1,634,294,000	$1,694,059,000
Heart, Lung, and Blood Institute	1,046,259,000	1,072,335,000	1,112,502,000
Institute of Dental Research	131,026,000	135,744,000	140,520,000
Institute of Diabetes, Digestive, and Kidney Diseases	559,886,000	581,466,000	605,349,000
Institute of Neurological and Communicative Disorders and Stroke	472,662,000	490,396,000	512,212,000
Institute of Allergy and Infectious Diseases	743,870,000	832,960,000	886,875,000
Institute of General Medical Sciences	683,920,000	712,030,000	745,494,000
Institute of Child Health and Human Development	425,918,000	442,906,000	461,473,000
Eye Institute	231,404,000	236,529,000	247,392,000
Institute of Environmental Health Sciences	223,686,000	229,233,000	235,792,000
Institute on Aging	222,888,000	239,452,000	248,938,000
Institute of Arthritis, Musculoskeletal, and Skin Diseases	160,080,000	168,927,000	176,080,000
Research Resources	340,898,000	337,105,000	319,151,000
Center for Nursing Research	29,195,000	33,513,000	35,127,000
Institute of Deafness and Other Communication Disorders	94,687,000	117,582,000	122,847,000
Center for Human-Genome Research	28,230,000	59,538,000	108,029,000
International Center	14,164,000	15,656,000	16,355,000
Library of Medicine	77,883,000	85,728,000	89,916,000
Total N.I.H.	7,144,764,000	7,576,352,000	7,929,686,000
AIDS research, education, and prevention	1,289,000,000	1,649,000,000	1,812,000,000
National Science Foundation			
Renovation of research facilities	0	19,690,000	20,000,000
Total research	1,583,681,000	1,763,052,000	1,954,000,000
Science and engineering education	171,127,000	204,265,000	251,000,000
Antarctic program	131,069,000	151,853,000	175,000,000
Total National Science Foundation	1,885,877,000	2,083,608,608	2,383,000,000
Department of Agriculture			
Cooperative research			
Hatch Act support	154,700,000	155,100,000	158,500,000
Payments to black colleges	24,333,000	25,000,000	26,200,000
Special research grants	42,600,000	56,300,000	25,600,000
Competitive research grants	39,700,000	42,500,000	100,000,000
Animal-health research	5,500,000	5,400,000	0
Total cooperative research	344,200,000	382,800,000	344,100,000
Extension service	361,600,000	369,200,000	345,700,000
Department of Defense			
Basic research	950,675,000	923,481,000	977,814,000
University Research Initiative	95,000,000	96,000,000	98,681,000
Strategic Defense Initiative			
Research and development	3,950,700,000	3,819,100,000	4,663,300,000
Department of Energy			
General science	922,100,000	1,093,316,000	1,273,732,000
Superconducting Supercollider	98,600,000	218,570,000	317,866,000
Basic energy sciences	549,300,000	569,837,000	648,682,000
Environmental Protection Agency			
Research and development	386,000,000	431,000,000	460,000,000
National Aeronautics and Space Administration			
Research and development	4,241,600,000	5,246,000,000	7,074,000,000
Space station	887,129,000	1,749,600,000	2,451,000,000
Health research and training			
Alcohol, Drug Abuse, and Mental Health Administration			
Research	$701,000,000	$859,000,000	$941,000,000
Centers for Disease Control			
Occupational safety, health research and training	70,355,000	85,000,000	85,000,000
Health professions			
Health-professions education			
Exceptional-need scholarships	6,622,000	6,685,000	10,000,000
Aid to disadvantaged students	27,077,000	26,965,000	31,578,000
Primary-care and family-medicine training	63,642,000	65,841,000	0
Nurse training	55,921,000	56,636,000	4,000,000
Total, Health-professions education	208,289,000	203,051,000	58,861,000
National Health Service Corps	39,851,000	41,837,000	42,361,000
National Health Service Corps scholarships and loan repayment program	7,906,000	8,882,000	63,882,000
Medical-facilities guarantees and loans	21,600,000	21,000,000	20,000,000
Area health-education centers	17,026,000	18,125,000	0
Arts and humanities			
National Endowment for the Humanities			
Education programs	16,150,000	15,974,000	17,900,000
Fellowship programs	15,350,000	15,343,000	15,300,000
General programs	22,840,000	23,074,000	23,100,000
Research programs	16,610,000	16,763,000	18,600,000
State programs	25,000,000	25,637,000	26,000,000
Office of Preservation	12,330,000	17,453,000	19,000,000
Challenge grants	16,700,000	14,495,000	15,150,000
Treasury matching grants	12,000,000	11,832,000	12,000,000
Total National Endowment for the Humanities	153,000,000	156,900,000	165,000,000
National Endowment for the Arts	169,090,000	171,255,000	175,000,000
Institute of Museum Services	22,270,000	22,675,000	24,000,000
National Archives & Records Administration	121,900,000	124,840,000	128,000,000
Civil rights			
Commission on Civil Rights	5,707,000	5,707,000	10,152,000
Equal Employment Opportunity Commission	180,712,000	184,926,000	195,867,000
Miscellaneous			
Corporation for Public Broadcasting	228,000,000	229,391,000	298,870,000
Veterans' educational benefits	502,854,000	333,812,000	334,117,000
Peace Corps	153,500,000	165,649,000	181,061,000
U.S. Information Agency			
Educational and cultural exchanges	150,040,000	158,124,000	154,330,000
Postal subsidies for non-profit organizations	436,417,000	453,425,000	484,592,000
Small Business Development Centers	45,000,000	49,300,000	0

* Congress is in the process of reauthorizing the legislation governing these programs. The Administration is expected to provide money for the programs when the reauthorization process is completed.

The Bush Budget

Budget Pleases Science and Technology Researchers

Continued From Page A24

budget about the best that scientists could have hoped for this year.

"I think it demonstrates a substantial commitment on the part of this Administration to support basic research," said Paul Sweet, director of federal relations for the University of California system.

Increases for AIDS Research

Some of the most notable items in Mr. Bush's budget for science and technology:

- For the N.I.H., the budget proposed large increases both for AIDS research and for a project to map the human genome. But if the increases for those programs are not included, the budget for the institutes would rise by only 3.7 per cent, which is less than the rate of inflation.
- For the National Science Foundation, President Bush proposed a 14-per-cent increase. That would include major increases for science-education programs, research related to changes in the global environment, facilities for research in physics and astronomy, and computer networking. Support for research would rise by more than 13 per cent. But the amounts for the divisions of physics, chemistry, and materials research would go up only between 5 and 6 per cent.
- For military research, the budget includes an increase of more than 3 per cent. Applied research would go up by about 2.3 per cent. However, under the fiscal 1991 spending plan, basic and applied military research would still receive about 2 per cent less than in fiscal 1989, because of cuts in such programs in the fiscal 1990 budget.
- For space research, the President proposed major increases. Funds for the National Aeronautics and Space Administration's astronomy and physics programs would rise by 14 per cent, while support for planetary exploration would increase 24 per cent.
- For the Energy Department's research programs, the budget included healthy increases, particularly for high-energy physics and nuclear-physics research. Support for research into magnetic fusion as an energy source would rise only 2 per cent to $325-million, but solar- and renewable-energy research would receive a 29-per-cent increase because of its importance to reducing global warming.
- For agriculture research, the President proposed little change. Support would remain relatively level, increasing only $1-million to $1.37-billion. The proposed amount includes, however, a major expansion of an Agriculture Department program in which researchers compete for grants.
- For high-performance computing, across all agencies, the budget proposed an increase of 5 per cent.

D. Allan Bromley, the President's chief science adviser, said last week that the budget reflected Mr. Bush's personal commitment to science and technology. Mr. Bromley added that he had made sure that support for "big science," such as the Superconducting Supercollider, was not detracting from the money available for "small science," the grants that go to individual researchers or to small groups of scientists.

Mr. Bromley also said his office was working with the Department of Commerce to draw up a comprehensive strategy for federal support for technology. Mr. Bromley said he hoped to have draft statements outlining the Administration's science and technology policies within the next two months.

Many lawmakers and experts on technology policy have been waiting for months for the Administration to release a definitive statement on such a policy. The policy has reportedly been the subject of much debate in the Bush Administration.

Following is more specific information about the budget proposals for several research areas:

Biomedical and behavioral research and education. The Bush Administration is trying to cut down on Medicare costs, in part by reducing payments to teaching hospitals by $1-billion. The Reagan Administration attempted a similar strategy without much success.

The Secretary of Health and Human Services, Louis W. Sullivan, said his department had found that teaching hospitals have higher profit margins than other hospitals and that the special payments to teaching hospitals have been too generous.

In the National Institutes of Health, AIDS research would increase from $743-million to $800-million. Money for the "human genome initiative," as the effort to map the genes is called, would go from $60-million to $108-million.

Throughout the federal government, money for AIDS research would go up 7 per cent, from $1.16-billion to $1.25-billion.

The proposed budget treats the Alcohol, Drug Abuse, and Mental Health Administration more generously than it does the N.I.H. Re-

search supported by the agency would go up 9.5 per cent, to $941-million. Some of that increase would pay for an 18-per-cent rise in drug-abuse research and a new initiative to study the genetics of severe mental illness.

The National Science Foundation. The 14-per-cent raise officially would keep the foundation on course for a doubling of its budget. However, the agency's goal has become progressively—and quietly—less ambitious in the years since the Reagan Administration first announced it.

Instead of attempting to increase the agency's total budget to about $3.245-billion in five years—or by fiscal 1992—as originally planned, the Bush Administration is now aiming to reach a total of about $2.998-billion by fiscal 1993. One knowledgeable Congressional aide, however, suggested that the agency's actual increase this year may be much less than the President has requested.

The President has proposed spending $20-million on the agency's new program to renovate academic research facilities. The agency would also receive $25-million to support a new set of science and technology centers. The centers were originally intended to be created in fiscal 1990, but the agency decided to delay them because of shortages elsewhere.

Military research. The University Research Initiative, a multidisciplinary program that supports scientific training and research at universities, would receive $98.7-million, an increase of about 3 per cent.

Two efforts that have both military and commercial applications fared better in the 1991 budget proposal than some had predicted. The Administration recommended spending $100-million for SEMATECH, an industrial consortium working to find new ways to produce semiconductors, and about $12-million for research on high-definition television.

Some lawmakers had predicted that the Administration would seek to eliminate both high-technology efforts, and possibly others as well. This year Congress provided $100-million for the consortium and $30-million for high-definition TV.

Space. The budget for the National Aeronautics and Space Administration would receive a major boost, rising $2.8-billion to $15.2-billion. Congress, however, is likely to be less generous. Last year, it appropriated some $1-billion less than the Administration's $13.3-billion budget request.

N.A.S.A. hopes to persuade Congress to support two bold scientific initiatives this year.

The first is a $264-million effort to assist environmental research by developing a series of satellites, instruments for the proposed space station, and polar-orbiting platforms. Together they would make possible an effort to take long-term measurements of the earth's

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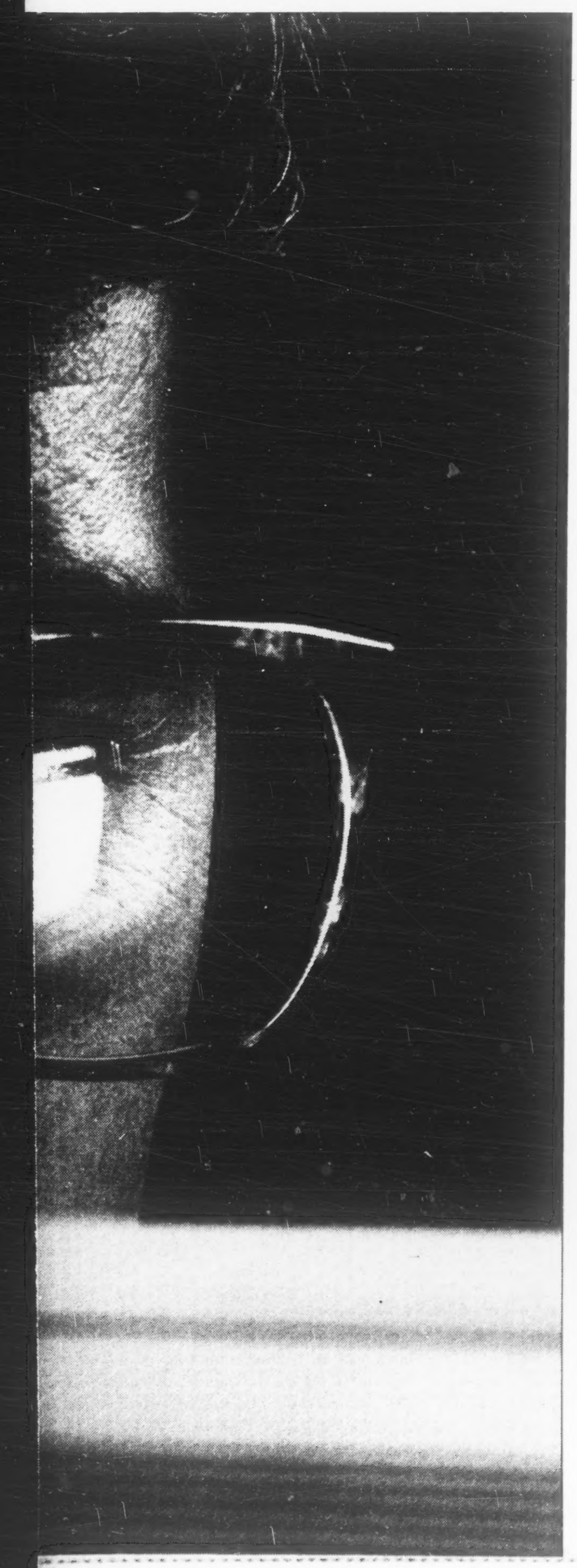

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White House Seeks $1-Billion to Study Global Change

WASHINGTON

This year's password for scientists seeking research support from the federal government appears to be "global change."

The Administration recommended a 57-per-cent increase in support for global-change research. If approved by Congress, such research would receive $1-billion next year. The money would be spread across almost all of the federal research agencies and would be used to study environmental changes that might occur on a global scale, such as the depletion of atmospheric ozone or the heating of the earth's climate.

Members of the Committee on Earth Sciences, a group of federal officials from a variety of agencies that support global-change research, said several factors had pushed environmental research high on the Administration's agenda. One is the debate about whether human activity will cause atmospheric changes that could heat up the earth. Another is research that has pinned the blame for the seasonal depletion of atmospheric ozone over the Antarctic on man-made chemicals.

"Preventive medicine is always better than curative medicine," declared Clayton Yeutter, the Secretary of Agriculture, in explaining the importance of studying global change.

Solar Energy Back in Vogue

Research on solar energy, which has been out of favor since the end of the Carter Administration, was suddenly back in vogue in the Department of Energy's budget. Most atmospheric scientists believe that the carbon dioxide from burning fossil fuels will contribute to global warming, and some scientists have been pushing for the development of alternative, non-polluting sources of energy.

Environmental research not directly connected to global change also fared well in the President's budget. The Environmental Protection Agency research budget declined over most of the 1980's, but the President's plan this year would increase E.P.A.'s research budget by 7 per cent—to $460-million.

—DAVID L. WHEELER

The Bush Budget

News Is Good for Technology, Science Programs

Continued From Preceding Page
changing environment by the end of the decade.

The second is a $216-million effort to develop the technology necessary to meet the President's goal of sending humans to Mars and back to the moon in the next century. The Administration proposed a 14-per-cent boost over NASA's fiscal 1990 appropriation for physics and astronomy, or a total of $985-million.

Of that, $113-million would be spent on an orbiting X-ray telescope, the Advanced X-Ray Astrophysics Facility.

The agency also hopes to start construction of the manned space station—a project that NASA officials call "the cornerstone of our space program in the 1990's" but that many space scientists fear will eventually squeeze less-costly unmanned science projects. Funds for the space station would increase by 36 per cent, to $2.6-billion, and support construction and additional research and development.

Energy. The Administration's request for energy-research programs reflects continued strong support of high-energy physics and nuclear-physics research, as well as its concern about the direction of magnetic-fusion research.

Spending for high-energy physics would jump 7 per cent from this year's level, to $621-million, in addition to a 45-per-cent increase for construction of the Superconducting Supercollider, which would receive $318-million in fiscal 1991. Energy Secretary James D. Watkins told reporters that the proposed increases for most of his agency's research programs should lay to rest criticism that funds for the supercollider are coming at the expense of other scientific projects.

Nuclear-physics research would receive a 14-per-cent increase, to $331-million.

Increases for magnetic-fusion research would be less generous—only 2 per cent over this year's levels, to $325-million—because of continuing disagreement within the department about the direction in which the program should proceed.

Agriculture. In agriculture research, the big news was the Bush Administration's formal endorsement of a National Research Council plan to increase dramatically the spending on the Agriculture Department's competitive grants.

The council wants $500-million for the program, up from $42-million this year. The President's budget, however, proposes that the program receive $100-million in fiscal 1991.

Agriculture Secretary Clayton Yeutter said he agreed with the National Research Council that the program could spur a "quantum leap" in the quality of agriculture research, but he said the federal government could not afford to make that leap all at once. For the "indefinite future," however, Mr. Yeutter said the Administration would propose $50-million annual increases in the competitive program.

The competitive grants are paid for through the Cooperative State Research Service. Under the President's budget, support for the service would decrease from $385.6-million to $346.9-million. The cut would come from eliminating both support for research facilities and many "special grants" that are earmarked by members of Congress for specific campuses. Because such programs are popular with lawmakers, it is likely that Congress will restore some of the lost funds.

The President also proposed a cut in funds for cooperative extension, from $369.2-million to $345.7-million. Money for the Agriculture Research Service, which supports federal laboratories conducting agriculture research, would increase under the President's budget from $601.6-million to $661.1-million.

This article was written by Colleen Cordes, Scott Jaschik, Kim A. McDonald, and David L. Wheeler.

Changes May Add $2-Billion to Supercollider Cost

By KIM A. McDONALD
WASHINGTON

Energy Secretary James D. Watkins last week backed a recommendation to make substantial changes to the design of the Superconducting Supercollider, a decision that could add as much as $2-billion in additional construction costs for the particle accelerator.

Energy Department officials had previously maintained that they would not exceed the initial $5.9-billion estimate for the 53-mile oval supercollider, saying they would force scientists to build a smaller machine if need be to keep within the budget.

Panel's Advice Cited

Mr. Watkins said he had reversed his agency's position after an independent panel of scientists last month advised him that a smaller and less powerful machine "would unacceptably increase the risk of missing important new physics."

"Because this will be the only machine that we may have for the next 30 or 40 years, we believe it would be very unwise to redesign the s.s.c. with a reduced circumference," the panel concluded. "To spend a lot of time and money without achieving the full physics reach, or to end up with an unreliable machine, simply does not make sense."

Better Magnets

Scientists at the s.s.c. Laboratory, located south of Dallas, where the supercollider is to be constructed, requested the additional support for better magnets, a more powerful proton injector, and other changes that, they contend, are necessary to assure the reliability of the supercollider. The laboratory's managers, who previously estimated that the changes could cost as much $2-billion, said the redesign would not "appreciably" delay the decade-long timetable for completion of the project.

Mr. Watkins told reporters at a briefing on his agency's fiscal 1991 budget request that while his agency had not yet confirmed the precise cost of those changes, the department's $318-million request for construction, research, and development of the supercollider next year would remain unchanged. He said the agency was studying the additional cost of the changes and intended to provide an estimate to Congress within two weeks.

It was unclear last week whether the higher price tag would cause Congressional support for the supercollider to erode, since some lawmakers had earlier opposed the project because they thought it was too costly. An aide to the House Appropriations subcommittee overseeing construction of the supercollider said he remained concerned about problems with the superconducting magnets for the machine. He also said he was bothered that managers of the project had not yet settled on a final design.

"For an investment that big," he added, members of the subcommittee will expect those problems to be resolved before appropriating more money.

Despite the problems, Mr. Watkins said he was confident the s.s.c. would be worth the effort and would gain continued support from Congress. "We think it's better to do it right the first time," he said. "We're losing time. We know that. But we think it's better to go to Congress to face the music now." ■

Accreditors and State Agencies Revive Old Organization to Help Oversee For-Profit Trade Schools

By MARY CRYSTAL CAGE

Accrediting commissions and state education agencies revived a moribund organization last month to try to improve the oversight of for-profit trade schools.

The meeting, held in Herndon, Va., outside Washington, was closed to the public, but those who attended said afterward that they had agreed to study ways in which states could cooperate to monitor proprietary schools more closely.

The organization, which met regularly in the 1970's, is known as "Triad," for the three groups involved in the regulation of proprietary schools: the accrediting groups and education agencies that attended last month's meeting, plus the Education Department.

The department, however, was absent from the sessions in Herndon. Leonard L. Haynes, III, Assistant Secretary for postsecondary education, said he had decided that department officials should not participate after the department's general counsel advised him that the structure of the meeting could create the perception of a conflict of interest. The perception could arise because the Education Department issues regulations that affect the accrediting groups and state agencies.

Some participants in the recent meeting said the Education Department needed to join the process. Said Joseph P. Frey, chief of the New York Department of Education's Bureau of Proprietary School Supervision: "In order for this to be productive, this has to be a three-way discussion, and if the Education Department feels it is a conflict of interest to attend our sessions, maybe it should sponsor a meeting and invite us to attend."

"If the Education Department feels it is a conflict of interest to attend our sessions, maybe it should sponsor a meeting."

Even without the Education Department, however, participants said the meeting offered states an important opportunity to compare notes on the actions they were taking against shoddy proprietary schools. James A. Kadamus, New York's assistant commissioner for continuing education, said revised state and federal regulations had already had "a significant effect on the industry."

In New York State, 35 proprietary schools have closed in the last six months as a result of tightened state regulations, changes in federal financial-aid policy, and market pressure, he said. "Those 35 schools had a gross tuition income of $48-million," he said. "That represents about 15 per cent of the gross tuition income of proprietary schools in New York State."

Nor has the state concluded its efforts to tighten regulation. Mr. Kadamus said New York wanted to examine more closely the training students receive at the schools. At the same time, he said, "we want to preserve the schools that are doing a good job."

Charles W. Finley, associate director of proprietary schools for the Virginia Department of Education, said accrediting agencies often knew a trade school had serious deficiencies long before the state became aware of a problem. He said accrediting agencies should alert state officials if a problem was uncovered because "consumer protection is a shared responsibility."

Some accrediting officials said legal constraints and the need to maintain "some areas of confidentiality" limited their ability to aid state officials. James M. Phillips, the executive director of the accrediting commission of the Association of Independent Colleges and Schools, said the accreditation process worked well.

Many state coordinating boards "are reluctant to take up this issue because they are concerned that it will overpower the agenda."

The association lobbies for proprietary schools, in addition to accrediting them. For accrediting reviews to be effective, he said, it is important to preserve confidentiality, which he said would be compromised if accrediting groups shared all their information.

Mr. Phillips said the quiet work of accrediting groups was often overlooked by state agencies. "We also work with schools over a long period of time—both negatively and positively. But ultimately, if a school does lose its accreditation, we don't get the credit for that."

Accrediting commissions have not tried to expand their role as consumer watchdogs because protecting consumers is the responsibility of the state, Mr. Phillips said.

James R. Mingle, executive director of the State Higher Education Executive Officers, said he was concerned that some state agencies might lack the resources or time to increase their oversight of proprietary schools.

"The question is, How far do you want to go in taking over the accrediting function?" he said, adding that many state coordinating boards "are reluctant to take up this issue because they are concerned that it will overpower the agenda." ■

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News Summary

A Special Pull-Out Section
EVENTS IN ACADEME
SPRING-SUMMER 1990
Follows Page A26

Articles on inside pages

Scholars at the Duke Center for Documentary Studies are using family albums and oral history to collect stories of ordinary people: Page A6.

After years of "unremarkable" studies, scholars expect better research will help them answer questions about teaching: Page A16.

State spending on grants for college students will rise 12 per cent this academic year: Page A21.

Exploding sales of merchandise bearing college logos and emblems have become a hot new source of revenue for institutions: Page A32.

Alarmed by alcohol abuse on campus, colleges are restricting alcohol vendors' newspaper ads and their sponsorship of events: Page A39.

Queens College switched to coeducation to survive. Now it's adding a full-scale sports program: Page A43.

Black leaders have vowed to continue to demand changes in South Africa's segregated education system: Page A47.

SECTION 1	Pages A1-52
Athletics	A43-46
Books	A13, 19
Business & Philanthropy	A32-38
Computers	A20
Deaths	A51
Fact Files	A17, 31, 37
Gazette	A51
Government & Politics	A21-31
Grants	A34
International	A47-50
Personal & Professional	A16-20
Scholarship	A6-14
Students	A39-42
SECTION 2	**Follows Page C16**
Bulletin Board	B10-83
End Paper	B84
Opinion & Letters	B1-7
Special Collection	B9
SECTION 3	**Follows Page A26**
Athletics Meetings	C28
Coming Events	C6
Deadlines	C29

PRIORITIES QUESTIONED

Overall Increase in U.S. Science Budget Masks Major Shortcomings, Critics Say

By COLLEEN CORDES
WASHINGTON

Which goal deserves more federal money: sending astronauts to Mars and the Moon or renovating the nation's outdated academic research facilities?

According to the latest blueprint of spending priorities for science and technology—President Bush's budget proposal for fiscal 1991—space travel wins, and it's not even close.

The President wants to increase spending related to the exploration of Mars and the Moon by $408-million next year. That would be an increase of about 47 per cent. In contrast, the President has proposed a total budget of $20-million—about the same amount as this year—for the National Science Foundation to upgrade academic research facilities.

Such budget numbers both please and worry scientists. On one hand, researchers say the Administration proposals demonstrate that the President is committed to strong support of science and technology. Basic research, for example, would rise by about 8 per cent. On the other hand, a closer look at the budget has revived worries about how the government sets priorities for research and development.

Modest Requests for Some Items

The Administration, some scientists complain, has asked for very large increases for several massive projects. But President Bush proposed modest increases for some other items in the science budget that university officials say are critical. Among the latter are the facilities program and grants for individual researchers in some disciplines.

The small sum proposed for renovating facilities, for example, seems out of

Continued on Page A22

Endowments Rebound, Up 14.1% in Year

By LIZ McMILLEN
WASHINGTON

College and university endowments rebounded strongly last year, growing by an average 14.1 per cent, the largest increase since 1985-86.

In a report on its annual study of college endowments, the National Association of College and University Business Officers said colleges appeared to have recovered fully from the tumultuous stock market of 1987-88. Buffeted by the worst stock-market drop since 1929, college endowments grew by only 1.3 per cent that year.

The high overall rate of return for endowments in 1988-89 capped a decade of "extraordinary" growth for higher education, said Robin E. Jenkins, director of the association's financial management center. Riding the crest of a buoyant stock

Continued on Page A37

Administrators' Pay Rises Less Than Inflation Rate

By DEBRA E. BLUM

Salaries of college and university administrators this academic year increased by an average of 4.5 per cent, failing to keep pace with last year's inflation rate of just over 5 per cent, a survey has found.

It was the second time in three years that average raises for administrators had fallen behind the national inflation rate, says a report on the survey, which was conducted at 1,390 institutions by the College and University Personnel Association.

Faculty members, on the other hand, have received average salary increases above the inflation rate for the last eight years, according to annual surveys by the American Association of University Professors. Results of this year's faculty-salary survey have not yet been released.

Median salaries for 1989-90 range from

Continued on Page A16

Only 15% of Students Graduate in 4 Years, a New Study Finds

Minority-group members found to have worst completion rates

By ROBIN WILSON
WASHINGTON

Only 15 per cent of the students at four-year colleges examined in a new study graduated within four years, and fewer than half had completed a bachelor's degree after six years.

The study found that even smaller proportions of students from minority groups had graduated within six years. Over all, only 24 per cent of black students had earned a degree after six years, and only 20 per cent of Hispanic students had done so. The study found that 54 per cent of Hispanic students who enrolled in four-year colleges had dropped out for good within six years, and that 63 per cent of black students had quit.

Results of the study were released last week by the National Association of Independent Colleges and Universities. It used data supplied by the U.S. Department of Education to examine 28,000 students across the country who graduated from high school in 1980.

'The Least Likely to Persist'

A report on the study said that the figures on minority students should alarm institutions that are looking for ways to encourage students to stay in college and graduate.

"While much can be done to improve retention and degree-completion rates, the groups in the American population that have the greatest potential for demographic growth (blacks, Hispanics, and native Americans) historically have been the least likely to persist and to complete a bachelor's degree," the report said.

Oscar F. Porter, the author of the report, told reporters last week: "Both independent campuses and public campuses still are difficult environments for many minority students."

The report said that graduating from college within four years is no longer

Continued on Page A42

The Demanding Job of Resident Assistant: Has It Grown Too Big for Students?

By SUSAN DODGE
BURLINGTON, VT.

It's Friday morning and Andrea Beaulieu, a senior and a resident assistant at the University of Vermont, is sitting on the floor in her dormitory room here. She is surrounded by textbooks, and she is wondering when she'll find time to study or catch up on her sleep.

Ms. Beaulieu, who oversees 30 freshman women in Chittenden Hall, tells a visitor about a recent night on the job:

"A freshman from my floor came home from a pledge-night function in her sorority," says Ms. Beaulieu. "She was so drunk she was throwing up constantly and she was shaking."

Ms. Beaulieu wanted to call an ambulance, but some of the woman's friends said they knew she would not want to go to the hospital.

"Everyone on the floor stayed up until 5:30 in the morning taking turns watching over her, making sure she didn't choke when she threw up," says Ms. Beaulieu.

During a recent week, Ms. Beaulieu advised some students on their academic schedules, went to a counseling appointment with a homesick freshman, and tried to talk to a few women on her hall who eat only small amounts, even though they already are very thin.

"Sometimes you feel as though you're the academic adviser, counselor, mother,

Continued on Page A39

Soviet Education Chief Says Professors Slow Reforms

Gennady Yagodin says he does not think the Communist Party's moves toward political pluralism mean rapid changes in academe: Page A47.

MARGINALIA

News item in the Bloomington (Ind.) *Herald-Times:*

"WEST LAFAYETTE—Eight students were arrested early Friday on charges of public indecency after participating in the annual—but outlawed—Nude Olympics at Purdue University. . . .

"Police said all of the students were released from the Tippecanoe County Jail. They also are subject to possible suspension or expulsion of the university."

It wasn't just an innocent bystander?

■

The job-openings section of *Newsday* recently carried an ad seeking:

TUDORS / ALL SUBJECTS

No Stuarts need apply?

■

A staffer at the American Council on Education has received a piece of mail addressed to her at "Amer Cncl on Edge," which (given the way higher education is faring in Washington) the Amer Cncl often may be, these days.

■

From the University of Maine *Bulletin Board:*

"Office of Navel Research has established a new program of basic research on the diagnosis of cognitive skills and expertise."

Specializing in contemplation, we suppose.

■

From an ad in our "Bulletin Board" pages for a job at George Washington University:

"The successful candidate must also understand the University's teaching, scholarly and artistic mission. A sense of humor will help."

The mission's that serious, is it?

■

Memorandum from the Commission on the Bicentennial of the United States Constitution:

"We have had many positive comments from our fist test program with older students. . . ."

Like BIFF, BAM, and POW?

■

Headline in *Association Trends:*

LIVE INTERVIEW WITH DEAD GERMAN BANKER FEATURED ON CHAMBER'S TV PROGRAM

We don't want to hear about it.

■

Letter from a continuing-education aide at Penn State University, Harrisburg:

"Enclosed is information about the conference 'How Colleges Can Obtain National and Regional Publicity' and the Preconference Workshop on 'Initiating Writing and Marketing Co-Eds'."

We don't want to hear about *that*, either.

—C.G.

In Brief

Drug Use by Students Has Declined, Study Finds

WASHINGTON — Fewer high-school seniors and college students reported using marijuana, cocaine, and many other illegal drugs last year than did their counterparts a decade ago, according to a University of Michigan study released last week.

The study, based on surveys of 17,000 high-school seniors and 1,200 college students, indicated a downward trend in the use of illegal drugs among students, said Lloyd D. Johnston, a scientist at Michigan's Institute for Social Research.

The institute has conducted the annual survey of high-school seniors since 1975, and the survey of college students since 1980.

In the surveys, 36.7 per cent of college students reported using illicit drugs over the last year, down from 56.2 per cent in 1980. The number of high-school students who reported using illicit drugs over a year-long period dropped from 45 per cent in 1975 to 35.4 percent last year.

The study also found a change in the students' perceptions about illegal drug use. A greater proportion of high-school students said last year that they disapproved of illegal drug use and believed they faced "great risk" of harming themselves if they used illegal drugs even once.

Law-School Enrollment Grows to Record Level

INDIANAPOLIS—Enrollment in law schools climbed 3.1 per cent last fall to a record 124,471, according to the American Bar Association.

In addition, the numbers of women and minority-group members enrolled in J.D. programs reached their highest levels ever.

"We think people see the law as a good career choice, not just for a legal career, but for business, banking, and other fields," said Kathleen S. Grove, the association's assistant consultant on legal education.

The enrollment of minority-group members jumped 12.6 per cent over the last year, to 15,720. Such students accounted for 12.6 per cent of the total J.D. enrollment. Of the minority students, 3.4 per cent were American Indian, 23.4 per cent were Asian, 43.2 per cent were black, and 30 per cent were Hispanic.

The number of women in J.D. programs rose 4.3 per cent, to 53,113, while the number of men increased 2.3 per cent, to 71,358.

The figures cover enrollment in J.D. programs at the 175 law schools accredited by the American Bar Association.

SOVIET CADETS AT WEST POINT

DAN CRONIN

An exchange program has brought 10 cadets from the Soviet Union's Moscow Military Academy to the U.S. Military Academy at West Point, where Igor Karchevski took a souvenir snapshot of Ivan Tatarkin in front of a statue of Gen. Douglas MacArthur.

College Official Killed in Crash of Team's Van

ORANGEBURG, N.Y. — A van carrying the men's basketball team of the Dominican College of Blauvelt crashed into a stone embankment, killing the driver and injuring two students.

The van crashed in Vermont en route to a game against the College of St. Joseph. The driver, Joseph Kretchik, Dominican's director of food services and a team booster, lost control of the van. Mr. Kretchik died at the scene.

Two of the nine team members riding in the van were hospitalized in Vermont. One suffered a broken jaw, the other a fractured pelvis and leg. Other team members were treated at the hospital and released.

The college held a wake and a prayer service for Mr. Kretchik on its campus last week.

Hopkins Hospital to Test Physicians for Drugs Use

BALTIMORE—The Johns Hopkins Hospital will conduct random drug and alcohol tests on all doctors who deal with patients, beginning in July.

Hopkins is thought to be the first community hospital to require its 1,500 doctors to submit to such tests. The hospital's Medical Board and its Board of Trustees unanimously approved the action this month.

"In the wake of what is a drug epidemic in this country, the medical staff wanted to take a lead in moving toward a drug-free environment," said Carol Pearson, a hospital spokeswoman.

In addition, she said, the testing would reassure the public that

Asian American Is Appointed Chancellor of U. of California at Berkeley

BERKELEY, CAL.

Chang-Lin Tien, executive vice-chancellor of the University of California at Irvine, was appointed chancellor of the Berkeley campus last week by the university's Board of Regents. He is the first Asian American to head one of the system's nine campuses.

Mr. Tien (*right*), who will succeed Ira Michael Heyman when he steps down in July, joined the mechanical-engineering faculty at Berkeley in 1959 and has become internationally known in the field of heat-transfer technology.

He served as Berkeley's vice-chancellor for research for three years.

Mr. Tien assumes the post of chancellor at a time of widespread controversy over Berkeley's policies on student and faculty diversity, which some observers think has become unusually intense

UNIVERSITY OF CALIFORNIA

even for a campus widely known for its political and social disputes.

Last year the campus adopted a new policy on freshman admissions designed in part to deal with charges of discrimination by Asian Americans. The action came after a faculty committee had found bias against Asian-American students in the admissions procedures.

In addition, the U.S. Education Department's Office for Civil Rights is conducting an investigation of complaints that white and Asian-American students may have been denied admission because of alleged quotas for black and Hispanic students.

Tensions on Campus

The transformation of the Berkeley student body in the 1980's from 66 per cent white to 55 per cent minority has also created new tensions among students, some observers say.

"The atmosphere on campus is mixed with concern and anxiety on one hand, as well as a feeling of welcome to diversity," said Ronald T. Takaki, professor of Asian-American studies. He said Mr. Tien was an active supporter of the American-cultures requirement adopted last year at Berkeley, under which all students take a course that examines minority cultures.

At Irvine, Mr. Tien helped institute a similar requirement and "brought dialogue that the campus has long needed," said John M. Liu, an assistant professor of comparative culture at that campus.

"Asian Americans are ecstatic and delighted with his appointment," said Henry Der, executive director of Chinese for Affirmative Action and a leader in Asian-American protests over admissions policies at Berkeley.

Mr. Takaki said the appointment of an Asian American as chancellor was "very symbolic of a new university of the 21st Century."

—JACK McCURDY

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'In' Box

Yo, professor! What makes Michael Jordan jump so high?

That was the question put to Douglas H. Kirkpatrick, a real-life professor of astronautics at the U.S. Air Force Academy who recently made his television debut for an athletic-shoe commercial explaining how a body moves in orbit.

The "body" was that of Mr. Jordan, a member of the Chicago Bulls basketball team who is known for his exceptional slam dunks.

The Nike Inc. commercial, broadcast for the first time during the National Basketball Association's annual all-star game last week, also features Mr. Jordan and the actor-director Spike Lee.

In the commercial, Mr. Lee is trying to figure out how Mr. Jordan jumps so high. Mr. Kirkpatrick, who was chosen for the commercial after he was quoted in several publications explaining Mr. Jordan's leaping ability, is standing by his blackboard, ready with an answer. "Michael Jordan overcomes the acceleration of gravity by the application of his muscle power in the vertical plane, thus producing a low-altitude earth orbit," he responds.

Off the air, Mr. Kirkpatrick, who is on leave from the Academy to work as an Air Force engineer, teaches the same principle. "It's a very basic concept that we teach to all astronautical students," he says.

■

A professor who complained that a German edition of his book was published by a company he says is sympathetic to the Nazis will have the chance to tell his story in a professional journal.

Francis R. Nicosia, a history professor at Saint Michael's College, says he hopes his case will make other scholars more savvy about contracts.

His book, *The Third Reich and the Palestine Question*, was first published by the University of Texas Press, which then sold British rights to a publisher in Britain. That publisher subsequently negotiated a contract with a German company, Druffel Verlag, which Mr. Nicosia and other scholars have maintained is an apologist for the Nazi era. (Druffel rejects the charge.)

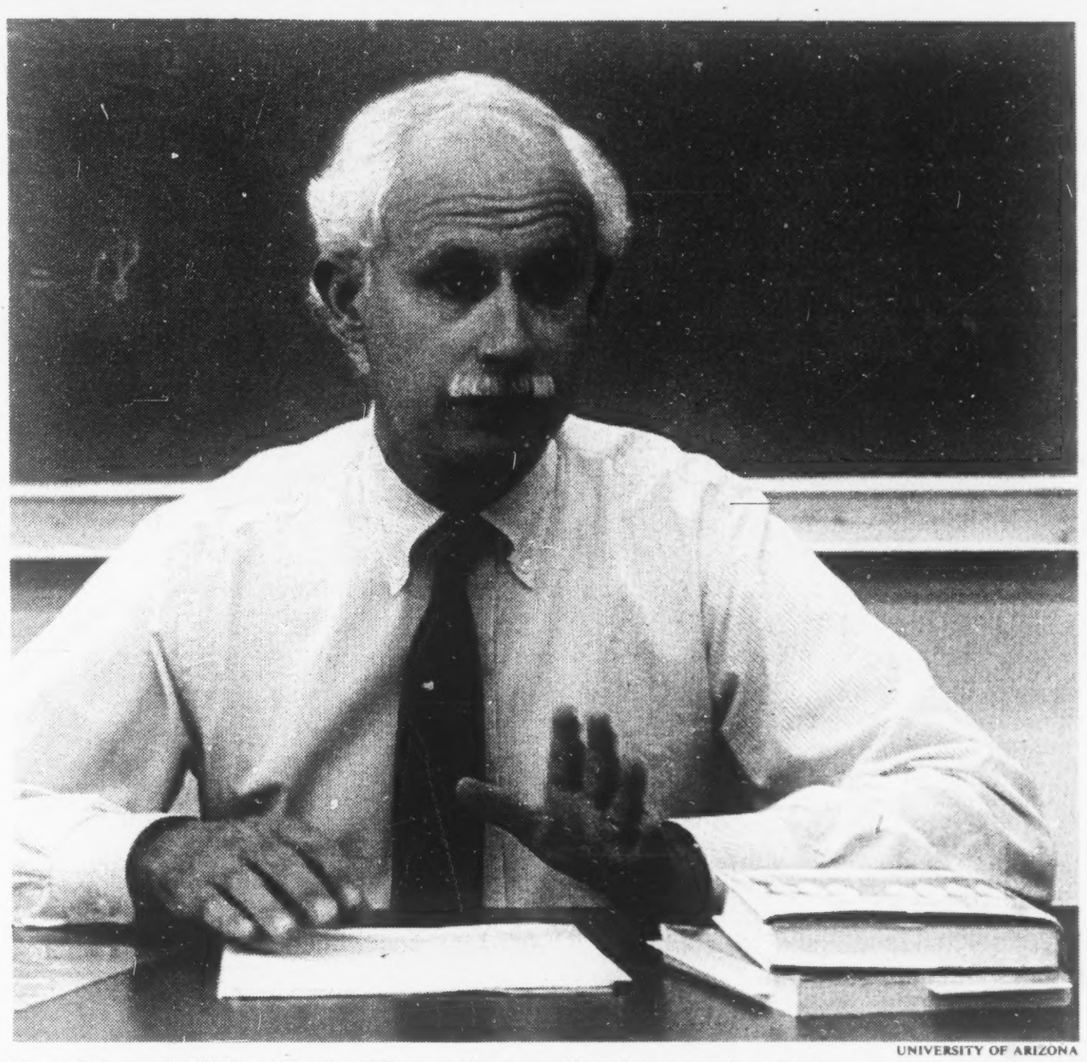
Although Mr. Nicosia acknowledged that the German text was translated accurately, he feared an association with Druffel could hurt his reputation.

The Texas press has maintained that the Druffel contract is invalid. Last fall it failed to persuade the British publisher to buy up copies of the German edition, a spokesman says.

In his article in the March issue of *Perspectives*, published by the American Historical Association, Mr. Nicosia blames Texas for failing to protect its rights to the book. But he also says authors should not sign away the rights to approve a foreign edition, as he did.

Meanwhile, he says, the German edition is still being marketed by Druffel.

Personal & Professional



UNIVERSITY OF ARIZONA

U. of Arizona's Walter Doyle: "The understanding is emerging that we can get smart about teaching and understand what teachers are doing."

Scholars Expect Better Research on Teaching After Years of 'Unremarkable' Studies

BY BEVERLY T. WATKINS

LAS VEGAS, NEV.

After years of "unremarkable" studies, researchers are beginning to ask important questions about teaching and create strategies that provide sensible answers, an educational researcher said at a meeting here.

Traditionally, said Walter Doyle, a professor of education at the University of Arizona, research on teaching and teacher education has relied heavily on the methods of educational psychology. Statistics have been the basic language for constructing theories and analyzing data. For research purposes, he added, teaching has been broken into activities that could be quantified.

Now, Mr. Doyle told colleagues attending a conference of the Association of Teacher Educators, researchers are taking a broader view of teacher education and are emphasizing "teaching practices, classroom life, and teachers' knowledge," he said.

"Researchers understand that practice is complex," he said. "The understanding is emerging that we can get smart about teaching and understand what teachers are doing."

From now on, "research will have important consequences for the lives of teachers and students," Mr. Doyle said. "This is an exciting time for research on teacher education."

Handbook Is Result of 3-Year Project

Mr. Doyle made his remarks at one of 10 sessions at the meeting held to enable the authors of chapters in a new book, *Handbook of Research on Teacher Education*, to discuss their ideas with other educa-

Continued on Page A18

Faculty Union on 7 Minnesota State Campuses Votes to Leave National Education Association

ST. PAUL, MINN.

Complaining that their annual union dues of $250,000 were not buying enough services, members of the faculty union at the Minnesota State University System have voted to sever ties with the Minnesota Education Association, a state-wide schoolteacher and faculty union.

The 2,400 faculty members at the university's seven campuses will continue to be represented for collective-bargaining purposes by the Inter Faculty Organization. The organization, which had been affiliated since its inception in 1975 with the Minnesota Education Association and its parent, the National Education Association, will now be an independent union.

Mary Hickerson, president of the faculty union, said it was paying about $250,000 a year to the associations without receiving what it considered to be services worth that amount. The local faculty union handles its own contract negotiations, state lobbying efforts, and members' grievances, she said.

She also said some professors thought the state organization focused less attention on its higher-education constituency than it did on the 38,000 elementary- and high-school teachers it also represents.

"We were paying more and more dues and we were using less and less services and facilities," Ms. Hickerson said. Last year, she said, the faculty union moved out of the state association's offices and began paying for its own telephone service.

Faculty members will continue to pay

Continued on Page A18

Administrators' Pay Fails to Keep Pace With Inflation

Continued From Page A1

$26,204 for sports-information directors to $151,410 for medical-school deans. At all types of institution, salaries for most top administrative positions increased—but not as much as the inflation rate in the year the salaries were set. The Consumer Price Index rose by 5.1 per cent from July 1988 to June 1989.

Average raises for administrators also fell below the price index in academic 1987-88, averaging 3.3 per cent.

Administrators at private institutions, who had fared especially well last year with an average 6.7-per-cent increase, saw gains of only 3.9 per cent this year. Salary increases at public institutions also fell—to 4.6 per cent from 4.9 per cent.

The biggest winners were administrators at comprehensive institutions, whose salaries showed an 11-per-cent jump from the previous year's. Salaries of administrators at doctoral institutions rose by an average of 3.9 per cent, while those at baccalaureate institutions and two-year colleges rose by 6.7 per cent and 5.4 per cent, respectively.

'A Catch-Up Year'

"It was a catch-up year for many of the comprehensive institutions, which are largely private universities," said John M. Toller, personnel director at the University of Connecticut and a co-author of an analysis of the survey. "The 11-per-cent adjustment was an attempt to pay back dollars that may not have been given out the previous year."

"Unlike the publics, the privates can't depend on any steady stream of income. They can't do as much in terms of long-term financial planning."

Last year, salaries for administrators at comprehensive institutions rose by only 3.3. per cent.

Salary increases at private institutions—for both administrators and professors—are more likely than those at public institutions to fluctuate, according to Mr. Toller. At public institutions, which depend largely on state money for salaries, increases have remained relatively stable. At private institutions, which rely heavily on tuition income to finance their payroll, raises tend to vary more.

Differences Even Out Over Time

"Unlike the publics, the privates can't depend on any steady stream of income," Mr. Toller said. "We see many more ups and downs in the salary increases because they can't do as much in terms of long-term financial planning." However, cumulative salary increases over several years tend to even out at private and public institutions, he said.

The chief executive officers of single

Continued on Page A19